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ABSTRACT

These papers present the constitution and by-laws of the International Congress of University Adult Education (ICUAE); the treasurer's report covering August 1, 1960 to June 30, 1970, including the financial statement and explanation; the curriculum outline and course content for a six year sequence of professional training in andragology (andragogy or adult education) at the University of Amsterdam; a report on literacy and other adult education in the United Arab Republic (Egypt); problems of university adult education (UAE) in New Zealand; UAE at several Norwegian institutions; the national development role of the Department of Extra-Mural Studies, University of Zambia; administrative implications of the current status of UAE research and training; experimental UAE programs at the University of Osaka (Japan); a brief research review on andragogy; the emerging adult and continuing education role of American universities; and the potential of UAE in family planning. A statistical review of manpower needs and labor force characteristics in Chile in provided. Also included are the ICUAE delegate list, 28 tables and charts, and 21 references. (LY)

INTERNATIONAL CONGRESS
OF
UNIVERSITY ADULT EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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ED043822

Constitution and By-Laws

AC 008 498

January, 1968

CONSTITUTION

(Revised – World Conference – June, 1965)

I. NAME

The name of the corporation shall be International Congress of University Adult Education.

II. OBJECTIVES

The Congress is concerned with all aspects of adult education carried on by universities in every part of the world.

In pursuit of this objective, it will seek to improve communication among university adult educators by appropriate activities such as: the establishment and continual revision of a directory of universities involved in adult education and of persons engaged in such activities, the establishment of an International Journal of University Adult Education and other publications, the stimulation or promotion of regional and international meetings of university adult educators, the establishment of regional information and library centres and the encouragement of exchanges of university adult educators.

III. MEMBERSHIP

A. *Definition of university.* A university for the purpose of this Constitution shall be any institution generally engaged in education beyond the secondary level, with a regularly organized faculty, curriculum and body of pupils, at least some part of which regularly confers degrees upon students completing their course of work as those terms are generally used throughout the world.

B. *Institutional members.*

(1) Every university which provides an adult education programme is eligible for membership.

(2) Any non-profit or public institution or organization whose primary function is the service to or advancement of university adult education is eligible for membership.

C. *Individual members.*

(1) Any individual who is a full-time member of an academic and/or senior administrative staff of either of the two types of institution described in Section B above and whose primary responsibility is concerned with any aspect of adult education is eligible for membership.

(2) Any other individual who, in the opinion of the Executive Committee, is sufficienly concerned with university adult education to make a contribution to the work of the International Congress of University Adult Education is eligible for membership.

D. *Voting*

(1) *Institutional members.* Each institutional member shall have 10 votes, which shall be cast as a unit in such manner as the by-laws of any meeting shall determine, whether such member shall vote directly or by proxy.

(2) *Individual members.* Any individual member shall have one vote.

(3) *Proxies.* Except as provided for in Section IX hereinafter, all members may proxy other members to vote on their behalf at any meeting of the membership by delivering a written proxy to the Secretary not less than five days prior to said meeting. Such proxies may not be revoked after the beginning of the meeting.

IV. OFFICERS

The officers of the corporation shall consist of a Chairman, a Secretary, and a Treasurer, and such other subordinate officers as the Executive Commitee shall from time to time appoint.

A. *The Chairman.* The Chairman shall preside at all meetings of the Executive Committee; shall, as authorized from time to time by the Executive Commitee, appoint and remove employees; and in general act as the chief executive officer of the corporation. The Chairman shall be responsible for convening all meetings of the Executive Committee and all world conferences of the Congress. Unless otherwise directed by the Executive Committee, he shall supervise all expenditures of funds.

B. *The Secretary.* The Secretary of the corporation shall be the custodian of the corporate records and shall keep the minutes of the

Executive Committee; he shall, in the absence or disability of the Chairman, perform the functions of the Chairman. The Secretary shall be responsible for all matters relating to applications for membership and certification thereof. He shall also be responsible for announcement to the membership of any proposed amendments to the Constitution.

C. *The Treasurer.* The Treasurer of the corporation shall cause to be kept the books of account of the corporation; shall arrange for the custody and disbursement of the corporate funds pursuant to appropriate direction by the Executive Committee; and shall in the absence or disability of the Chairman and the Secretary perform the duties thereof. He shall submit to all world conferences audited statements of account; and to the Executive Committee statements which have been examined by a properly qualified public accountant at least not less often than annually.

V. EXECUTIVE COMMITTEE

The Executive Committee shall consist of the officers of the corporation and the Chairman of the Editorial Board, and such additional members elected as provided for hereinafter, as shall raise the number of members to 12. The membership shall, in electing the Executive Committee, attempt to obtain a group representing diverse cultures and geographical areas.

A. *General.* The Executive Committee shall conduct all business of the Congress between world conferences; and it shall organize all meetings, whether world conferences or regional meetings.

B. *Meetings.* The Executive Committee shall meet at such times and places as it shall from time to time determine, but no less often than annually.

C. *Powers.* The Executive Committee shall determine and regulate matters relating to the fiscal affairs of the corporation.

D. *Quorum.* A third of the members of the Executive Committee shall constitute a quorum.

E. *By-Laws.* The Executive Commitee shall have authority to adopt by-laws concerning matters not provided for in this Constitution and to create by-laws, rules and regulations governing the work of committees and the world conferences insofar as such by-laws, rules and regulations are consistent with this Constitution.

VI. COMMITTEES

The Executive Commitee shall have authority to appoint committees as set forth hereinafter, the members of such commitees to serve during the pleasure of the Executive Committee, but no such appointment shall be for a period beyond that of the tenure of the Executive Committee which appointed him.

A. *Editorial Board.* The Executive Committee shall appoint an Editorial Board consisting of at least five members. The Executive Committee shall also appoint the Chairman of the Board. The Editorial Board shall have general authority over all publications of the Congress.

B. *Membership Committee.* A Membership Committee shall be appointed by the Executive Committee and shall be authorized to determine all policies in regard to membership, qualification for membership, and rules related thereto.

C. *Nominating Committee.* The Executive Committee shall appoint a Nominating Committee to submit to the membership nominations for positions on the Executive Committee and for officers of the Congress. Such nominations shall be made in sufficient time as will enable the membership to vote thereon.

D. The Executive Committee shall appoint such other committees as it shall from time to time deem necessary.

VII. ELECTIONS

At each world conference as provided for hereinafter, there shall be elected by the members the three officers provided for in Article IV above and the members of the Executive Committee.

A. Officers and members of the Executive Committee shall hold office beginning with the termination of each world Congress and continuing until the termination of the next succeeding world Congress.

B. Any vacancy occurring on the Executive Committee or any vacancy occurring as to any office of the corporation shall be filled by the Executive Committee.

VIII. MEETINGS OF MEMBERS

A. *World conferences.* The Executive Committee shall call a world conference to take place not less often than every five years and not more often than every three years. Such conferences shall be called by notifying each member in writing not less than two months immediately prior to such conference, of the time and place at which such conference shall be held.

B. *Regional meetings.* Nothing contained herein shall prevent the Executive Committee from holding regional meetings of the Congress from time to time, but such meetings shall be without power to bind or commit the corporation or the Executive Committee.

C. *Notice and other miscellaneous provisions.* The Executive Committee shall choose the time and place for the world conferences and the regional conferences referred to above. It shall also adopt by-laws and regulations as to quorum, voting procedures, and committees, provided, however, that it shall not set any quorum for any world conference or regional meeting which is higher than 50% of the total potential vote.

IX. AMENDMENTS

A. *Initiation of amendments.* Any ten members, whether individual or institutional, may notify the Secretary of the corporation of an intention to amend the Constitution. Such notice of intention must be received by the Secretary not later than September 30 of any year if it is intended that the ballot for the amendment be distributed in January of the succeeding year.

B. *Voting on amendments.* The Secretary shall, upon receipt of a notice of proposed amendment duly executed as provided for above, distribute to the membership notice of such proposed amendment and its contents and provide means whereby the membership may vote upon such amendment by mail, such voting to be made by distribution of ballots in January of the year following that in which notice of proposed amendments has been received.

C. *Adoption of amendments.* Upon receipt by the Secretary of ballots from one-half of those members eligible to vote and with affirmative votes from two-thirds of those votes received, the amendment to the Constitution shall be thereupon ratified and confirmed. However, the Secretary shall not count, for the purposes of the proportions set forth above, votes received more than three months after mailing of the notice describing the proposed amendment.

D. *Counting of votes.* In voting upon amendments and in determining the proportions of those eligible to vote and those confirming an amendment, institutional members shall be counted as having ten votes and individual members one vote each.

X. TEMPORARY PROVISIONS

The incorporators of this corporation shall elect the first Executive Committee and such Executive Committee, even though it consists of less than ten members, shall serve until the first world conference to be called by it. Until the calling of such conference, such Executive Committee shall have the authority to alter the Constitution as it shall deem necessary.

BY-LAWS

(Revised – Executive Committee – August 1967)

SUBSCRIPTION RATES OF MEMBERS

A. *Institutional Members.* Institutional members while receiving identical services shall subscribe at any one of the three following rates of fee, in accordance with their own estimate of ability to pay, including their own readiness to sustain and support a development of the Congress' services:–

Ordinary fee:	$40 U.S. or 173 Swiss Francs.
Sustaining fee:	$100 U.S. or 433 Swiss Francs.
Supporting fee:	$200 U.S. or 865 Swiss Francs.

B. *Individual Members.* Individual members shall subscribe at a rate of $8 U.S. or 34 Swiss Francs.

C. In order to remain a member in good standing or to return to good standing, all annual fees must be paid up to date. Any arrears outstanding for two years will cause forfeit of membership privilege.

D. The membership subscriptions or fees shall be calculated in terms of the Swiss currency equivalent of the figure stated above, but both institutional and individual members may pay their fees in the currency of the country in which they are located or resident unless such currency is not generally negotiable. In such cases, payment should be in Swiss currency. Where payment is in native currency, the amount of such moneys at the current rate of exchange shall be applicable.

AC008498

CONGRÉS INTERNATIONAL DE L'ENSEIGNEMENT
UNIVERSITAIRE POUR ADULTES

CONSTITUTION ET ARRÊTÉS

janvier 1968

CONSTITUTION

(Constitution revisée - conférence mondiale - juin, 1965)

I. NOM

La corporation se nommera Congrès international de l'Enseignement universitaire pour Adultes.

II. BUTS

Le Congrès s'occupe de tous les aspects de l'enseignement universitaire pour adultes poursuivi par toutes les universités dans le monde entier.

Pour atteindre ce but, la corporation essayera d'améliorer par des activités appropriées, la communication entre les éducateurs univeristaires pour adultes: on rédigera et revisera fréquemment un annuaire des universites offrant un enseignement pour adultes, annuaire qui inclura le nom des personnes engagées dans de telles activités; on fondera un Journal international de l'Enseignement universitaire pour adultes et publiera d'autres imprimés; on encouragera ou l'on instituera des réunions régionales et internationales des éducateurs universitaires pour adultes; on fondera des bibliothèques et des centres d'informations regionaux et l'on encouragera des permutations entre les professeurs.

III. CONDITIONS D'INSCRIPTION

A. Définition d'une université. En ce qui concerne la présente constitution se nommera université toute institution qui en règle générale s'occupe de l'education au-delà du niveau secondaire, et qui est pourvue d'un personnel enseignant organisé selon les principes habituels, d'un programme et d'étudiants inscrits, et dont au moins une partie distribue régulièrement des grades universitaires aux étudiants qui achèvent le cours de leurs études, ces termes étant généralement utilisés partout dans le monde.

B. Inscription des établissements.

(1) Toute université qui offre un programme d'instruction pour adultes est admissible.

(2) Toute institution ou organisme publics ou bénévoles, ou tout organisme dont la fonction principale est de servir ou de faire progresser l'enseignement universitaire pour adultes est admissible.

C. Inscription des particuliers.

(1) Est éligible quiconque faisant partie à temps plein du personnel universitaire enseignant et/ou administratif, de n'importe laquelle des deux sortes d'institutions décrites ci-dessus dans la section B, et qui s'occupe principalement de n'importe quel aspect de l'enseignement pour adultes.

(2) Tout autre individu qui, de l'avis du comité exécutif, s'occupe suffisamment de l'enseignement universitaire pour adultes pour contribuer au travail du Congrès international de l'Enseignement universitaire pour adultes est éligible.

D. LE SCRUTIN

(1) Les établissements. Toute institution membre aura 10 voix, qui seront exprimées en bloc et suivant la procédure choisie par arrêtés lors de chaque meeting, soit que ce membre vote à voix directe, soit qu'il vote par procuration.

(2) Les particuliers. Tout particulier aura une voix.

(3) Les votes par procuration. A part les exceptions décrites dans la section IX ci-dessous, tous les membres ont le droit de mandater d'autres membres pour qu'ils votent en leur nom à n'importe quelle réunion des membres, s'ils envoient au secrétaire une procuration écrite, au moins cinq jours avant la dite réunion. On ne pourra pas annuler de telles procurations après le commencement de la réunion.

IV. LES ADMINISTRATEURS

Les administrateurs de la corporation comprendont un président, un secrétaire, un trésorier et d'autres officiers de rang secondaire que le comité exécutif nommera de temps en temps.

A. Le Président. Le Président présidera à toutes les réunions du comité exécutif il sera autorisé de temps en temps par le comité exécutif à nommer et révoquer des employés; em règle générale il exercera les fonctions de premier officier exécutif de la corporation. Ce sera la responsabilité du président de convoquer toutes les réunions du Comité exécutif et toutes les réunions internationales du Congrès Sauf indication contraire du Comité executif il surveillera toutes les dépenses.

B. Le Secrétaire. Le secrétaire de la corporation sera le gardien des documents de la corporation et sera chargé des procès-verbaux des réunions du comité exécutif; au cas où le président serait absent ou indisponible il exercera les fonctions du président. Le secrétaire sera responsable de tout ce qui concerne les inscriptions et les titres d'éligibilité des candidats. De plus, il sera chargé d'annoncer aux membres toute proposition d'amendement de la constitution.

C. Le Trésorier. Le trésorier fera tenir les livres de comptes de la corporation; selon les instructions appropriées du Comité exécutif, il réglera le dépôt en banque et le déboursement des fonds de la corporation; au cas où le président et le secrétaire seraient absents ou indisponibles il exercera leurs fonctions. A toutes réunions mondiales il présentera à l'inspection des comptes apurés, et il présentera à l'inspection du Comité exécutif des comptes vérifiés par un expert comptable diplômé au moins une fois par an.

V. LE COMITE EXECUTIF

Le comité exécutif comprendra les administrateurs de la corporation, le président du comité de rédaction, et d'autres membres élus selon les procédures décrites ci-dessous, de façon telle que le comité se composera de douze membres. En élisant le comité exécutif, les membres tenteront d'obtenir un groupe représentant des cultures et des régions diverses.

A. Fonctions générales. Dans l'intervalle entre les réunions mondiales le comité exécutif se chargera de toutes les affaires du congrès; il organisera toutes les réunions, soit réunions mondiales, soit réunions régionales.

B. Réunions. Le comité exécutif se réunira aux lieux et dates qu'il aura lui-même déterminés de temps en temps mais au moins une fois par an.

C. Pouvoirs. Le comité exécutif délimitera et reglera les questions qui concernent les affaires fiscales de la corporation.

D. Quorum. Un tiers des membres du comité exécutif constituera un quorum.

E. Statuts. Le comité exécutif sera qualifié pour prendre des arrêtés relatifs aux questions que la constituion actuelle n'a pas prévues et créer des statuts et règlements qui régiront le travail des comités et des réunions mondiales, dans la mesure où de tels status et règlements resteront compatibles avec la constitution actuelle.

VI. LES COMITES

Le comité exécutif aura le pouvoir de nommer des comités selon la procédure décrite ci-dessous; les membres de tels comités exerceront leurs fonctions aussi longtemps que le comité exécutif le voudra bien mais en aucun cas la période d'existence de tels comités ne pourra dépasser celle du comité exécutif nomminateur.

A. Le comité de rédaction. Le comité exécutif nommera un comité de rédaction qui se composera d'au moins cinq membres. Le comité exécutif nommera aussi le Directeurdu comité de redaction. Le comité de rédaction exercera une autorité générale sur toutes les publications du congrès.

B. Le comité des inscriptions. Le Comité des Inscriptions sera nommé par le Comité Exécutif et sera autorisé à déterminer toutes politiques concernant les inscriptions, les conditions d'inscriptions et les règlements s'y rapportant.

C. Le comité des nominations. Le comité exécutif nommera un comité des nominations qui présentera aux membres du Congrès les noms des candidats aux postes du comité exécutif et aux postes d'administrateurs. On devra nommer de tels candidats suffisamment tôt pour permettre aux membres d'exprimer leurs votes.

D. De temps en temps, quand il le jugera nécessaire, le comité exécutif nommera d'autres comités.

VII. LES ELECTIONS

A chaque réunion mondiale les membres éliront les trois officiers décrits ci-dessus par l'article IV et les membres du comité exécutif, selon les procédures décrites ci-dessous.

A. Les officiers et les membres du comité exécutif prendront leurs fonction dès la fin de chaque réunion mondiale et se démettront de leurs fonctions à la fin de la prochaine réunion mondiale.

B. Le comité exécutif suppléera à tout poste vacant qui surviendrait dans les rangs du comité exécutif ou à n'importe quel poste vacant qui se produirait dans les rangs de la corporation.

VIII. LES REUNIONS DES MEMBRES

A. Réunions mondiales. Le comité exécutif convoquera une réunion mondiale qui devra avoir lieu pas moins souvent que tous les cinq ans et pas plus souvent que tous les trois ans. On convoquera de telles réunions en annonçant par écrit à chaque membre l'heure et le lieu de telles réunions, au moins deux mois immédiatement avant qu'elles n'aient lieu.

B. Réunions régionales. Rien de ce qui est exprimé ici n'empêchera le comité exécutif de convoquer de temps en temps, mais de telles réunions n'auront pas le pouvoir de compromettre ou d'engager la corporation ou le comité exécutif.

C. Remarque et autres stipulations diverses. Le comité exécutif choisira l'heure et le lieu des réunions mondiales et des réunions régionales mentionnées ci-dessus. De plus, il passera des arrêtés et règlements en ce qui concerne le quorum, les méthodes de vote et les comités, pourvu cependant, qu'il ne fixe pas le quorum de n'importe quelle réunion mondiale ou de n'importe quelle réunion régionale à plus de 50% de toutes les voix exprimables.

IX. AMENDEMENTS

A. Proposition d'amendement. N'importe quel groupe de dix membres, particuliers ou institutions,peut annoncer au secrétaire de la coporation son intention d'amender la constitution. Le secrétaire devra recevoir une telle notification d'intention au plus tard le trente septembre de n'importe quelle année si l'on veut que le bulletin de vote concernant l'amendement soit distribué au mois de janvier de l'année qui suit.

B. Mode de votation. A la réception d'une notification de proposition d'amendement dûment exécutée comme décrit ci-dessus, le secrétaire distribuera aux membres avis du dit amendement proposé et de son contenu et fournira les moyens par lesquels les membres puissent exprimer leurs voix sur ces amendements par courrier. Le scrutin sera effectué par une distribution de bulletins de vote en janvier de l'année qui suit celle où l'avis des propositions d'amendements a été reçu.

C. Adoption des amendements. Sur réception par le secrétaire des bulletins de vote de la moitié des membres admis à voter et à condition que deux tiers de ces votes soient favorables à l'amendement à la constitution sera aussitôt approuvé et confirmé. Cependant, le secrétaire ne comptera pas, en ce qui concerne les proportions mentionnées ci-dessus, des bulletins de vote reçus plus de trois mois après la distribution par courrier de l'avis exposant la proposition d'amendement.

D. Valeur des votes. Lors du vote concernant les amendements et lors de la définition des proportions se rapportant aux membres admis à voter et aux membres favorables à l'amendement, les institutions se verront attribuer dix voix et les particuliers une voix chacun.

X. DISPOSITIONS PROVISOIRES

Les fondateurs de la corporation éliront le premier comité exécutif et ce comité exécutif, bien qu'il comprenne moins de dix membres, fonctionnera jusqu'à la convocation d'une telle réunion, ce comité exécutif aura qualité pour modifier la constitution comme il le jugera nécessaire.

ARRÊTÉS

(Revus par le comité exécutif - août 1967)

TARIF DES INSCRIPTIONS

A. Les établissements. Les établissements, tout en recevant des services identiques s'inscriront à un de ces trois tarifs, selon mesure où ils sont prêts à soutenir et appuyer un développement des services du congrès.

Tarif ordinaire:	$40 U.S. ou 173 francs suisses.
Tarif d'aide:	$100 U.S. ou 433 francs suisses.
Tarif de soutien:	$200 U.S. ou 865 francs suisses.

B. Les particuliers. Les particuliers paieront une inscription de $8 U.S. ou 34 francs suisses.

C. Pour rester membre en règle ou pour redevenir en règle tous tarifs annuels doivent être payés à temps. Tout membre aux paiements en retard de deux ans perdra ses prérogatives de membre.

D. Les inscriptions ou les cotisations annuelles des membres sont calculées selon l'équivalent en francs suisses du tarif defini ci-dessus, mais les institutions et les particuliers, ont tous les deux, le droit de payer avec la monnaie en cours dans le pays où ils se trouvent ou demeurent, à moins que cette unité monétaire ne soit pas généralement négociable. Le cas échéant, le paiement se fera en francs suisses. Dans les cas où le règlement sera effectué dans la monnaie nationale, le montant de ce règlement suivra le taux de change du moment.

REPORT OF THE TREASURER

International Congress of University Adult Education

Presented on Thursday,
August 27, 1970

Submitted by

Alexander N. Charters
Treasurer
(Vice President for Continuing Education, Syracuse University)

The Report of the Treasurer is for the period beginning at Sagamore in 1960 until June 30, 1970.

The report consists of four parts:

A. Financial Statement

B. A Statement of Certification of the Financial Statement by Mr. Lucius Kempton, Business Manager of University College, Syracuse University.

C. Comments by the Treasurer.

D. A copy of each of the Financial Statements which have been presented to the Executive Committee. (This part is attached only to the copy of Report of the Treasurer which is to be filed with the Secretary.)

PART A

INTERNATIONAL CONGRESS OF UNIVERSITY ADULT EDUCATION

FINANCIAL STATEMENT
August 1, 1960 to June 30, 1970

INCOME			
Funds Transferred from S. U.	$ 4,000.00		
University of Ghana - Travel reimbursement.	8,370.00	(A)	
Reimbursement & Adjustments	892.21	(B)	
Membership dues (includes Newsletter)	21,660.56	(C)	
TOTAL INCOME:			$ 34,922.77
EXPENDITURES			
Bank Charges	$ 83.27	(D)	
Journals, Papers, Newsletter	6,861,81		
Office Supplies & Expenses	9.74		
Travel & Meetings	26,510.71		
U N E S C O Dues	120.00		
TOTAL EXPENDITURES			$ 33,585.53
Bank Balance 6/30/70			$ 1,337.24

Alexander N. Charters, Treasurer

Note: Income and expenses for the 1st & 2nd International Conferences are not included above. MaMaster University administered the accounting for these conferences.

(A). Amount received to cover travel expenses of representatives from Canada and the United States to attend the conference at the University of Ghana.

(B). Reimbursements and adjustments of travel and other expenditures.

(C). Does not include deposits since July 1, 1970 in the amount of $327.91.

(D). Includes clearance charges for checks outside of United States.

International Congress of University Adult Education

Income and Expenses by Year

INCOME:

Date	Initial Deposit	University Ghana= Reim.	Reimbursements and Adjustments	Membership Dues	Total
1960 - 61	$ 4,000.00	$ 0	$ 0	$ 0	$ 4,000.00
1961 - 62	0	8,370.00	656.75	753.30	9,780.05
1962 - 63	0	0	235.46	1,097.44	1,332.90
1963 - 64	0	0	0	811.67	811.67
1964 - 65	0	0	0	1,946.74	1,946.74
1965 - 66	0	0	0	3,429.36	3,429.36
1966 - 67	0	0	0	5,354.54	5,354.54
1967 - 68	0	0	0	3,310.92	3,310.92
1968 - 69	0	0	0	2,655.15	2,655.15
1969 - 70	0	0	0	2,301.44	2,301.44
Total	$ 4,000.00	$ 8,370.00	$ 892.21	$21,660.56	$34,922.77

EXPENDITURES:

Date	Office Supplies	Bank Charges	Journals, Newsletters	Travel, Meetings	UNESCO Dues	Total
1960 - 61	$ 3.00	$ 0	$ 0	$ 3,189.00	$ 0	$ 3,192.00
1961 - 62	0	0	0	10,580.05	0	10,580.05
1962 - 63	0	23.09	0	0	0	23.09
1963 - 64	1.74	.90	458.00	332.46	0	793.10
1964 - 65	0	11.34	837.00	0	30.00	878.34
1965 - 66	0	8.66	0	1,150.00	30.00	1,188.66
1966 - 67	0	7.41	45.98	1,348.56	60.00	1,461.95
1967 - 68	0	8.89	710.31	5,369.34	0	6,088.54
1968 - 69	3.00	11.25	438.17	4,541.30	0	4,993.72
1969 - 70	2.00	11.73	4,372.35	0	0	4,386.08
Total	$ 9.74	$ 83.27	$6,861.81	$ 26,510.71	$ 120.00	$ 33,585.53

CERTIFICATION OF FINANCIAL STATEMENT

Executive Committee
International Congress of University Adult Education.

I have examined the financial statement of the International Congress of University Adult Education, covering the period August 1, 1960 to June 30, 1970. In my opinion, the accompanying financial statement represents fairly the financial position of the International Congress of University Adult Education.

L. R. Kempton
Business Manager
University College of
Syracuse University

PART C

Comments by the Treasurer

It may be of some assistance to the incoming officers, the members of the Executive Committee, and other members of the International Congress to have some comments from the Treasurer concerning the financial and other contributions to the Congress.

The officers and the Executive Committee from the early stages recognized that it would be difficult to obtain funds for a new organization which, of course, had no record of achievement. The difficulty of obtaining funds from national sources for an international organization was also realized. In addition, because the members were from many countries, the travel expenses for members to attend meetings of the Executive Committee would be a significant amount.

The support provided for an organization is frequently judged by an examination of the Financial Statements. In the case of the International Congress, however, the resources committed by those individuals and organizations who participated in the work of the Congress and, thereby, contributed to the success of the Congress are out of proportion to the actual dollars that were contributed. From the beginning, it was realized that the contributions would have to be for services as well as money.

The items in the Financial Statement reflect many of the activities of the Congress and the ways that were used to support these activities. A listing of these items may be useful.

1. No members of the Executive Committee nor members of the Congress received any compensation for professional and other services.
2. The financial arrangements of the First and Second World Conference made by McMaster University are not reflected in the Report of the Treasurer.
3. Meetings of the Executive Committee were often held at the time of other conferences. This plan resulted in the fact that members attending the meetings of other organizations had expenses paid by the other organizations. Examples are the meetings held in Accra, Ghana, 1961, and in Sydney, Australia, 1964.
4. The expenses incurred in the publication of the early issues of the Journal, Newsletter, and Occasional Papers were paid by Syracuse University, Center for the Study of Liberal Education for Adults. Recently, the Congress has been able to pay most of the expenses, However, no remuneration has been paid to the Editor nor the contributors at any time.
5. The Congress acted as a financial agent for other activities from time to time. For example, the travel expenses of the representatives from Canada and the United States to the Conference at the University of Ghana were handled by the Congress.
6. The Congress was fortunate in becoming affiliated with UNESCO as a non-Government Organization in Category B. Dues are paid to UNESCO. This status enabled UNESCO to make grants for

specific activities at both the First and Second World Conferences of the Congress.

7. The Congress is incorporated in the State of Illinois, United States of America. Arrangements were made by the same lawyers as retained by the Center for the Study of Liberal Education of Adults (then in Chicago, Illinos).

8. Reports have been made to the Internal Revenue Service of the United States. No payments have been made.

9. Dues were set at $5.00 individual membership. The schedule was revised at the First International Conference and are now $8.00 (U.S. currency) for individual membership; $40.00 (U.S. currency) minimum for institutional membership.

10. Carnegie Corporation made travel grants to some individual members of the Executive Committee and thus these members were able to attend the Executive Committee meeting in Sydney, Australia.

11. Most of the office expenses of the Officers--that is, the Chairman, Secretary and Treasurer--were absorbed by the institutions with which these Officers were affiliated. Included are McMaster University, the Center for the Study of Liberal Education for Adults, and Syracuse University.

RESOLUTIONS

It is moved that Part A, Financial Statement, be approved; that Part B, the statement of Mr. Lucius Kempton, Business Manager of University College of Syracuse University, certifying the Report of the Treasurer, be accepted; that Part C, Comments of the Treasurer, be accepted; and that Part D, Financial Reports previously submitted be recorded as part of the report.

It is moved that the Treasurer be authorized to sign checks and otherwise transact business for the account of the International Congress of University Adult Education at the Lincoln National Bank and Trust Company of Central New York, Syracuse, New York, U. S. A.

Prof. T. T. ten Have
G. v. Enckevort

The study of andragology

at the University of Amsterdam,
Department of Social Sciences, Division of Andragology

Since September 1966 there is embodied a curriculum in andragology in the Department of Social Sciences in order to provide an opportunity for prospective students to be trained a) for research in the field of andragology and b) for academic professions in the variegated field of andragogical activities (personnel management, organization building, community organization, adult education, resocialization, improvement of human relations, social case and group work, etc.).

This study takes nearly six years (on the basis of 12 years of general school education: 6 years elementary school and 6 years of continued education preparatory to the university). To be exact: two periods of 120 weeks each, spread over three years; a first period leading to the "Kandidaatsexamen" of 34 + 43 + 43 weeks, and a second period leading to the "doctoraal-examen" of 39+43+38 weeks (a week = 40 hours of study for the average student). The "doctoraal-examen" is the concluding examination which entitles the "doctorandus" to submit a thesis to the senate in order to take the doctor's degree.
As its main subject the curriculum includes andragology and as basic subjects: philosophy, psychology (including social psychology), sociology and an optional subject.
The scope of the obligations for each of the above subjects is as follows (in weeks):

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Inst.v.Wetenschap der Andragogie
Singel 453 - Amsterdam;
st.nr. 1675-ab

	kand.ex.	doct.ex.
andragology	60	73
philosophy	17	-
psychology	12	-
social psychology	8	18
sociology	20	15
optional subject	-	11
preparation exam.	3	3
	120	120

Philosophy is considered to be indispensable as a basic subject, firstly because every prospective scientist needs some basic knowledge of logic, epistemology and methodology, and secondly because ethics and axiology (as the theory of values and norms) are fundamental to the study of the normative aspects of andragology.

The indispensability of psychology and sociology as basic subjects is scarcely in need of elaboration. However, it seems worthwhile to stipulate the contributions of social psychology, which at the same time might clarify the difference between applied social psychology and andragology.

In the first place, the andragogical process is a specific kind of the interpersonal interaction process; general knowledge of the interactional processes is therefore conditional to the understanding of the specific characteristics of andragogy.

In the second place, social psychology - especially psychology of human and group relations and group dynamics - provide the andragologist with the basic concepts and models for the problem diagnosis of the situation in which he has to operate. This diagnosis itself, being the diagnosis of a problem situation - which is problematic only in comparison with the concept of a normative non-problematic situation - is the task of the andragologist; social psychology, however, is the furnisher of fundamental materials.

In the third place, experimental social psychology enables us to predict the effects of introducing certain variables. These predictions can be utilized in the course of the agogical process, when it comes to choosing prescriptions.

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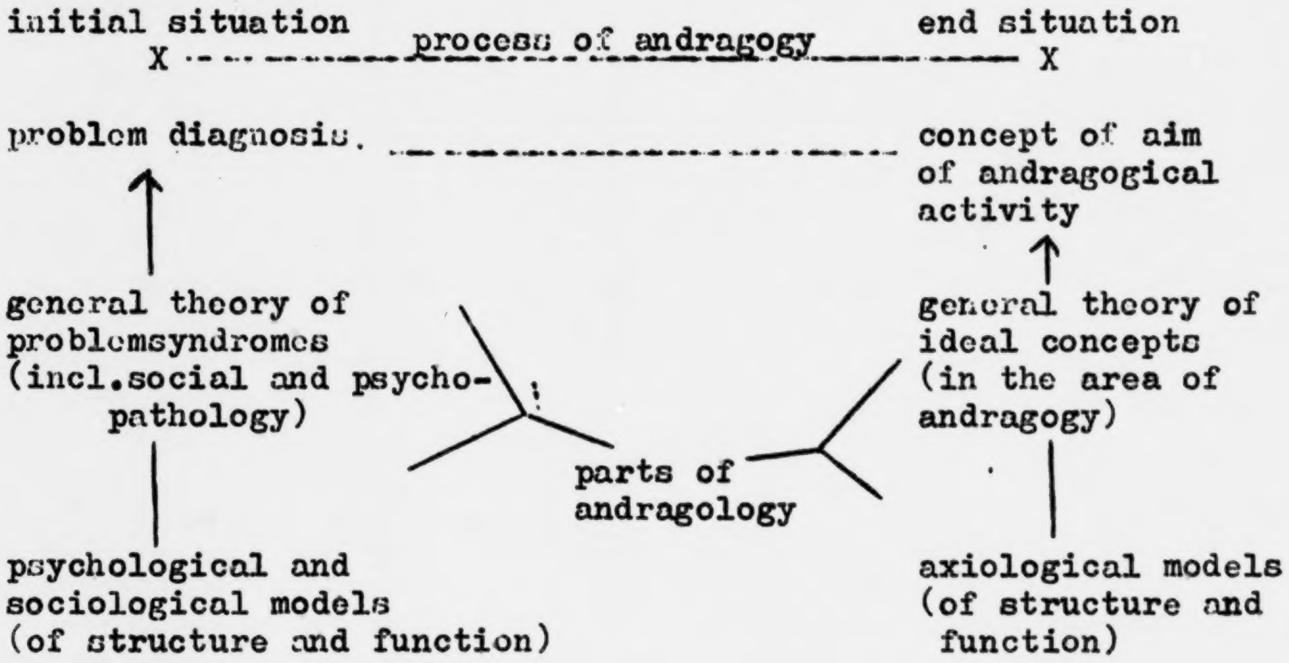
Andragology (andragogical science) is, like psychology and medical science, a complex of sciences. Each of these deals with a part or an aspect of the complex subject which comprises andragogy as well as andragogics (= the back-ground of methodical and ideological systems which "govern" the actual process of andragogy).

The curriculum comprises five principal parts of andragology.

I The first part includes the sciences which give theoretical support to the diagnosis of the actual problem.

Diagnosing the problem presupposes in the first place a theory of the potential aims of andragogical activities (= theory of normative concepts, or of personal and social values, relevant to andragogical action), and in the second place a theory of problemsyndroms of personal, social and cultural phenomena (comparable to pathology as part of the medical sciences).

Schematically:


initial situation
X
process of andragogy
end situation
X
problem diagnosis
concept of aim of andragogical activity
general theory of problemsyndromes (incl.social and psycho-pathology)
general theory of ideal concepts (in the area of andragogy)
parts of andragology
psychological and sociological models (of structure and function)
axiological models (of structure and function)

Admittedly, most of the theoretical work in this area has still to be done: the basic sciences of psychology, sociology and axiology are not able yet to provide us with unquestioned or generally accepted models, indispensable to build up theories of problem syndromes and ideal concepts.

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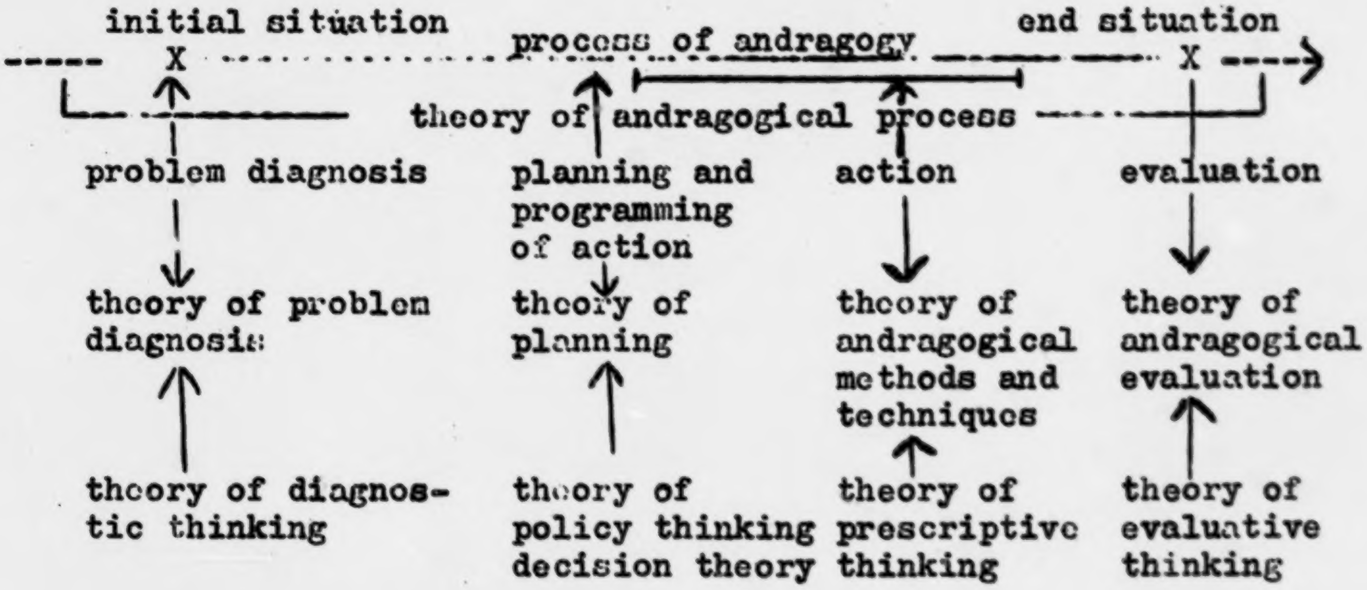
II The second part comprises the sciences that derive themselves from an analysis of the andragogical process itself. Every agogical action is a move between two situations: the reality of the given situation and the ideality of the situation which is considered to be more valuable.

The action must be planned, and executed in an efficient, effective and ethically justified way; when it has come to an end, it must be evaluated. This is a simple scheme which leads us to five "theories":

- the theory of the andragogical process and its phases;
- the theory of problem diagnosis;
- the theory of the planning and programming of action;
- the theory of andragogical methods and techniques (andragogical technology);
- the theory of evaluation.

Schematically:


initial situation
X
process of andragogy
end situation
X
theory of andragogical process
problem diagnosis
planning and programming of action
action
evaluation
theory of problem diagnosis
theory of planning
theory of andragogical methods and techniques
theory of andragogical evaluation
theory of diagnostic thinking
theory of policy thinking decision theory
theory of prescriptive thinking
theory of evaluative thinking

III The third group of sub-sciences follows from the fact that most of the andragogical activities are institutionalized; they take place in organizations - mostly a hierarchy of organizations - which involve problems of (social) administration, management, internal relations, communication, power distribution, policy, planning, etc. It belongs to the field of andragogical action to improve the structure and functioning of these organizations (and organizations in general), to improve planning and policy procedures, to improve the administration and management processes.

Therefore, the agology of planning and policy, and the agology of administration are included in the curriculum.

IV The fourth division of andragology comprises the training in andragogical methods and techniques (andragogical technology) and a practical orientation in some of the andragogical astivities and institutions.
The methodical training includes a training in: observation and interview techniques, in casework and counseling methods, in techniques of group discussion and group work, in methods of information, communication, instruction.
The orientation concerning andragogical work in practice aims at an integration of theoretical considerations and practical activities in which these theories are applied. This is to be realized in excursions, talks with professional workers, field work, etc.

V The fifth division of andragology comprises the training in research methods in andragology and the development of new scientific methods for this kind of research and for practical work (methods of diagnosis, of andragogical action, of evaluation etc.).
Like all unniversity curricula in the Nethderlands the curriculum in andragology has to fulfil a twofold purpose: training for a certain group of professions in society and training for scientific research in the area of these professions. Nowadays (and in the near future) the research in andragology is mainly explorative field research, and therefore the training and development of research methods concerns itself in the first place with this kind of research.

These are the five main parts of the main subject in the curriculum. Complementing this analysis we have to deal with their dedactic organization in the study plan.
In the construction of this plan four principles are attempted to be realized:

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1. The academic training should chiefly be of a general kind, that is: it cannot do more than provide the student with a certain preparation for certain professions of a purely or applied scientific nature. Six years are surely not sufficient for a full-fledged training in a specialized profession. Therefore, in the first four years a general program is offered to all students; every student has to complete this program before he can participate in the program of the last two years, in which about 75% of the time can be spent on activities of his personal choice (within the framework of formal obligations).
2. The academic training should fulfil the twofold purpose of the university: it must offer a training for purely scientific research and a training for professions in which science is applied. Therefore, from the fifth year on the students can get a continued research training or a preparation for a profession in some andragogical field.
3. In each of the two cycles of 120 weeks the study of the basic subjects should be completed in the first two years, in order that their function of basic sciences will show to full advantage.
4. The course of the study should be organized in such a way that it can be characterized by three phases: a basic introduction in the first period, a differentiation of subjects in the middle period, an integration of the acquired knowledge and skills in the last period.

The application of these principles has led us to the organization of a curriculum, which schematically might be sketched as follows.

Study of Andragology

integrated discussion on a special problem area			(6 weeks at free disposal)			optional subject
		thesis				
		agology of organization and management	a 4-months' period of field work (research and/or practical work)		social psychology	sociology
social and psycho-pathology	theory of diagnosis, planning, evaluation	agology of planning and policy	training in counseling and casework techniques, groupwork discussion and instruction methods	continued research training	"	"
theory of problem syndromes	theory of the andragogical process		field orientation	research training statistics		
normative problems, theory of ideal concepts			training in observation and interview techniques	introduction to research methods statistics		
introduction to the (andr)agogical sciences			orientation in the practice of andragogical work			
					continued study of philosophy, psychology, sociology	
					introduction to philosophy, psychology, sociology	

In conclusion a few words about the academic professions which are open to the "doctorandi" in andragology.

Scope and level of most of the andragogical work in the Netherlands is such that professional workers of various levels are needed (in social work, adult education, community organization, personnel management etc.).

Professional workers on the executive level are mostly provided by the schools of social work, which in the Dutch educational system are not included in the university, but belong to the group of institutions which provide so-called higher vocational education. Only in certain cases, e.g. in the case of difficult and complex problems or in the case of high level clients (e.g. mamagers) an academic training is needed for the executive job.

The schools of social work provide their alumni with courses for continued training, in order ro prepare them for supervisory and administrative functions.

These functions, however, are also open for the "doctorandi", the alumni of the university.

Specific professions for these alumni are:

- reaearcher in one of the research institutes in the field of andragology;
- staff member of a university institute, for research and/or teaching;
- teacher or staff member at a school of social work;
- consultant (advisor) in an organization for andragogical work;
- industrial andragologist, staff member of a bureau for organization in industry;
- member of the administrative staff in an organization for andragogical work;
- trainer (or member of the training staff) e.g. in group activities discussion techniques, group work;
- counselor (in an institution, e.g. the university, or in private practice.

P R O Y E C T O

PROGRAMA UNIVERSITARIO PARA TRABAJADORES

CHILE

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PROYECTO

PROGRAMA UNIVERSITARIO PARA TRABAJADORES

Introducción:

1.- La Reforma Universitaria:

Entre los días 8 y 14 de Junio del presente año, concluyó exitosamente el Primer Congreso de la Comunidad y en el cual participaron 320 delegados de las Sedes del país, cuyo tema central fue la discusión y aprobación del Estatuto Orgánico que da nueva estructura a la Universidad Técnica del Estado.

La Reforma Universitaria es un proceso impulsado fundamentalmente bajo la idea general de la Democratización y que se plantea los siguientes objetivos:

- Ampliación a toda la comunidad universitaria de la responsabilidad en la gestación de sus autoridades.
- Libertad de todos para expresar sus ideas y libertad para la coexistencia de las corrientes de pensamiento.
- Racionalización del sistema de ingreso a la Universidad en igualdad de oportunidades para todos los postulantes, con una distribución regional y por sectores de la Educación Media con cupos especiales para trabajadores.
- Fortalecimiento y desarrollo de la acción universitaria en el medio social en especial de la solidaridad y cooperación recíproca con los trabajadores.

Significativa es la opinión entregada por los trabajadores a través de su organización, la Central Unica de Trabajadores. Su Presidente ha manifestado lo que significa para el desarrollo del país si tuviera más ingenieros y más técnicos, si al obrero se le diera la oportunidad de contribuir eficazmente en el desarrollo social y económico. Agrega además que "la Reforma de la Universidad Técnica ha llegado en forma más directa a los trabajadores".

2.- El sentido de la educación para trabajadores:

En la educación de trabajadores es indispensable recoger todos los planteamientos escenciales de la Reforma Universitaria, de los intereses de los trabajadores y de las necesidades del cambio y el desarrollo nacional.
La educación considerada desde un punto de vista estructural, es una institución creada por la sociedad, cuya función básica es el equipamiento de conocimientos, actitudes y el desarrollo de las capacidades de los individuos, a fin de que sus miembros se integren a un medio social y cultural, y puedan responser a las exigencias económicas, políticas y sociales que le impone la sociedad. En cuanto tal, está condicionada por la realidad económica y política en que se desarrolla, siendo orientada por los intereses dominantes en la sociedad. La Constitución establece que ella es la "institución de carácter público y ocupación preferente del Estado.

Al establecer el sentido de la educación laboral existe gran ambiguedad en el planteamiento del concepto en las diferentes instituciones estatales o privadas de educación profesional. Muchos la entienden como educación de adultos, otros de abrir las puertas de la Universidad, otros como formación profesional para satisfacer las necesidades de la industria en los llamados mandos medios, calificando el trabajo en ramas específicas de la producción. Todos estos factores son importantes pero no conforman una educación de los trabajadores por cuanto no se consideran sus intereses quedando al margen de la dirección y orientación.

En un"Seminario de Directores de formación profesional de las Américas" en Lima del 11 al 13 de Mayo del presente año, la CUT planteaba lo que debía hacerse en esta materia.

"Para nosotros la Formación profesional de los adolecentes y jóvenes es una responsabilidad indiscutible del sistema escolar; por lo tanto, pensamos que hacia este lado deben dirigirse los esfuerzos. Se requiere un cambio fundamental en la educación de modo que ella esté ligada a la economía nacional, al servicio de la planificación democrática del desarrollo.

"La formación profesional de los trabajadores adultos debe asegurar la posibilidad de estudios a otros niveles, incluso el universitario".

"En el plan de lo inmediato, de lo posible según las condiciones económicas, sociales y políticas imperantes en Chile, y pensando más bien en los trabajadores adultos de esta generación, estamos dispuestos a trabajar responsablemente. Los sindicatos tienen mucho que hacer en la selección de los alumnos; en la fijación de las necesidades; en el control de las actividades y en el éxito de la Formación Profesional".

Frente a los problemas educacionales derivados de la situación del país subdesarrollado se pueden mencionar:

- La existencia de gran número de analfabetos
- Los bajos índices de escolaridad
- La alta deserción escolar a lo largo de los tramos básicos y medio, por causas socioeconómicas.
- La existencia de niveles selectivos de educación de acuerdo a los niveles de ingreso de los padres, lo que significa la exclusión de los hijos de obreros, campesinos o empleados modestos.
- La formación profesional de la juventud, sometidos a la influencia de los empresarios nacionales o extranjeros que prefieren la capacitación acelerada o adiestramiento de una formación profesional amplia.
- La pobreza de kis recursos presupuestarios para el desarrollo y expansión de los servicios educativos.
- El abandono social y cultural en que se debaten millones de adultos, obreros campesinos, mujeres, privados de sus más elementales derechos.
- El provenir incierto de las juventudes, cuyas capacidades profesionales y aptitudes no son aprovechadas por la sociedad.

La democratización de la educación implica el derecho de los niños y jóvenes a recibir la educación del más alto nivel, de acuerdo a sus capacidades y no a sus medios de fortuna; la participación responsable y activa de los educadores y de los trabajadores en los organismos de dirección educacional, en el plano nacional, provincial y local; y el caracter nacional, científico y progresista de la educación de modo que interprete las necesidades reales de nuestro país.

3.- Formación Tecnológica

El avance Tecnológico al que se encuentra intimamente ligado el desarrollo económico del país, exige un grado cada vez mayor de educación profesional en la fuerza de trabajo. En esta deben hacerse algunas consideraciones de orden general.

3.1.- El sistema de educación general debe establecer niveles de estudios que permita ingresar a él al trabajador de nivel de escolaridad baja y obtener a corto plazo un grado de especialización, luego poder tener las posibilidades de continuar los estudios y a través de las carreras universitarias obtener los títulos o grados que aquellas otorguen.
Las funciones de la educación general son mucho más amplias que el nuevo suministro de personal especializado, necesario para el desarrollo industrial.

Todas las especializaciones industriales avanzadas exigen cierto dominio de materias generales tales como el uso del idioma, capacidad para racionamiento científico y conocimiento en ciencias básicas. Por otra parte, la capacidad para pasar de un tipo de trabajo a otro es mayor si se cuenta con una educación general bien orientada de nivel relativamente alto. Eso tiene importancia cuando la industralización entraña rápidos cambios tecnológicos y para lo cual el personal debe tener una formación flexible. Estos criterios son válidos para cualquier forma educacional Superior orientada hacia la tecnología y materialmente no sólo la educación de trabajadores. Sin embargo es de especial importancia la incorporación de los trabajadores a la educación superior. Toda vez que se ha logrado detectar que los muchos obreros que laboran en la industria de mayor desarrollo técnico, en determinado nivel de conocimientos adquirido por la vía de la expresión directa del trabajo y que posibilitan a través de la integración de este trabajo a la educación sistemática, logran resultados muy favorables con una inversión del tiempo y de excusar menos que lo habitual puesto que puede ser aprovechado ese conocimiento técnico adquirido por la vía de la expresión laboral.

3.2 Es evidente que un plan de educación regular impone ciertas limitaciones y no todos los trabajadores tendrán la posibilidad de ingresar a él sectores rurales, provincias, nivel de escolaridad más bajos del mínimo exigido, etc.

Se hace necesario desarrollar también un plan de educación masivo que integrado al sistema regular en los contenidos a través de una nueva metodología y sistema permita utilizar la radio, la correspondencia, la prensa y la TV. como recursos masivos de educación.

3.3 Finalmente la formulación de planes educativos y de formación profesional supone lógicamente la existencia de alguna hipótesis en cuanto a las necesidades futuras de mano de obra.

Los objetivos a corto, a medio y a largo plazode la formación de personal industrial especializado deben establecerse partiendo de ciertas previsiones sobre la producción y la tecnología industrial. Es necesario entonces, teniendo presente el marco más general del desarrollo industrial, una investigación que permita tomar decisiones en la planificación de la formación:

Fundamentación.

I.- Análisis de la fuerza de trabajo.

La fijación de los objetivos y la planificación de un proyecto de educación universitaria para trabajadores, exige tener presente la realidad educacional de la clase trabajadora chilena. A partir de ella, y tomando en cuenta sus implicancias culturales y económicas, se debe formular un programa de educación laboral.

La fuerza de trabajo en Chile, no se puede considerar como una totalidad uniforme, sino que muestra una estructura diferenciada segun diversos factores. Los más importantes de estos factores son:

1.- La distribución geográfica.
2.- La distribución por edades
3.- La distribución de la fuerza de trabajo según los niveles de calificación del trabajo y
4.- La distribución de la fuerza de trabajo segun el nivel educacional.

Los datos estadísticos que se analizan en esta parte, están tomados de un trabajo presentado por INACAP (Instituto Nacional de Capacitación. Filial de la CORFO), en una "Reunión Técnica sobre análisis de la formación profesional de empresas", del Sr. Armando Uribe.

5.- Análisis de los profesionales de nivel medio
    5.1.- Origen
    5.2.- Deficiencias
    5.3.- Demanda.

Este análisis no sería completo si además de lo ya expuesto dejamos de estudiar la situación de los profesionales de nivel medio en particular, y cuya importancia está determinada en la presentación del presente proyecto.

Al tomar el concepto de nivel medio se debe situar en su definición a través de las funciones básicas que le son propias - organizar y distribuir tareas, coordinar el empleo de los recursos; controlar las actividades en su conjunto y la calidad de la producción, ejercitar en condiciones determinadas y en el nivel de las atribuciones de cada cargo tareas de producción y mantenimiento, y dar servicios de extensión profesional. La UTE otorga a este profesional el título técnico universitario con mención en la especialidad correspondiente.

Los datos estadísticos que se analizan corresponden a una encuesta elaborada por INACAP en Junio del presente año en colaboración con:

- Oficina de planificación nacional (ODEPLAN).
- Depto. de Industria de la Dirección de Estadística y Censos.
- Sociedad de Fomento Fabril
- Asociación de Industriales Metalúrgicos
- Oficina Coordinadora de la Superintendencia de Educación

Las regiones que se incluyeron en el estudio fueron las provincias de Santiago, Valparaíso y Concepción.

1.- Distribución geográfica de los trabajadores.

Las provincias de Santiago, Valparaíso y Concepción, que cuentan con un 51% de la población del país, concentran a más del 80% de los trabajadores industriales.

Según un estudio muestral de 1965, la distribución geográfica de los trabajadores en industrias que cuentan con más de 50 personas, es la siguiente:

Santiago: 61,0%
Valpso.: 11,0%
Concep.: 16%
Resto de
las Provs.12,0%
100,0%

Esta realidad, especialmente la gran concentración de Santiago, nos señala, por una parte, la necesidad de concentrar en el centro del país la educación laboral, dadas la importancia económica que implica, pero al mismo tiempo no se debe descuidar a las provincias, incluso las más alejadas, dadas las necesidades sociales de mejorar los niveles de vida de los trabajadores de estas zonas. El criterio económico y el criterio social deben ser conjugados en la planificación.

2.- Distribución por edades de los trabajadores.

Entre 12 y 19 años	------------360.700	-----13,0%
" 20 y 20 "	469,700	-----16,8%
" 25 y 34 "	720,900	26,8%
" 35 y 44 "	554,800	20,0%
" 45 y 54 "	384,000	13,7%
" 55 y 64 "	209,500	7,5%
" 65 y más	83,900	3,0%

Esta distribución por edades presenta un cuadro clave de la juventud de la fuerza de trabajo en Chile. Vemos como el 30% la constituyen menores de 24 años, y el 50% conforma a los menores de 34 años.

Este hecho favorece ampliamente la educación laboral, pues los jóvenes están siempre más dispuestos a perfeccionarse. Por otra parte, muestra que se debe orientar expresamente la educación hacia los trabajadores jóvenes, no sólo por su importancia porcentual sino también por su mayor aptitud para el estudio y su más amplia vida de trabajo que tiene por delante. La escasa edad con que los trabajadores se incorporan a la producción como se desprende de la estadística, manifiesta por otro lado la notable acumulación de experiencia y práctica de la industria, aún de personas jóvenes no mayores de 25 años.

3.- Distribución por ramas de la actividad económica.

Agricultura	652,300	23,4%
Minas y canteras	57,800	2,1%
Ind, Manufacturera	609,600	21,9%
Construcción	190,300	6,8%
Electricidad, gas, agua	21,100	0,8%
Comercio	347,800	12,5%
Transporte, Almacenamiento y comunicaciones	192,700	6,9%
Servicios	662,200	23,8%
Otros	49,700	1,8%

Las mayores necesidades de educación laboral están pues en la agricultura y la industria manufacturera, especialmente, en ésta última, dado su mayor ritmo de conocimiento y su más acelerada tecnificación.

4.- Distribución según el nivel de calificación.

La distribución de la fuerza de trabajo según su calificación, es la siguiente:

Profesionales, técnicos universitarios	14.300	0,51%
Otros profesionales universitarios	33.300	1,20%
Técnicos prácticos	38.200	1,37%
Administrativos y otros	616.100	22.13%
Trabajadores calificados	739.400	28.50%
" semicalificados	285.200	10.25%
" no calificados	968.000	34,78%

Este cuadro muestra:

a) La escasez de personal en el nivel superior de ingenieros técnicos universitarios.

b) El enorme porcentaje de trabajadores no calificados, sin ningún tipo de especialización.

c) La escasez del personal de nivel medio (supervisores de mando medio, técnicos). Cabe hacer notar que tales técnicos han sido formados sólo por la práctica, no existiendo, hasta hace poco, instrucción formal para tales cuadros :

d) La significativa importancia de los trabajadores calificados cuya experiencia y práctica puede ser útil y valorizada para la educación laboral universitaria. Tales consideraciones se pueden avalar además por una serie de otras investigaciones que han sido realizadas en el país.

5.- Distribución de la fuerza de trabajo según el nivel educacional.

"La educación universitaria representa el 3% de la fuerza laboral (85.000 personas), desglosándose en un 2,1% con estudios entre 4 y 6 años, y un 0,9 con menos de 4 años de estudios. De las personas con estudios completos (58.000), menos del 30% tienen especialización técnicas (ingenieros técnicos y profesionales afines)"

La fuerza de trabajo con educación media, representa el 31,8% de la fuerza de trabajo total, distrbuída en la siguiente forma: la educación media profesional contribuye con un 6,9% (192.000) que se descomponen en un 4,2% con estudios medios entre 4 y 6 años, y un 2,7% con estudios de menos de 4 años. La educación media humanística controbuye con un 24,9% (693,700 personas), que se descomponen en 11,2% que tienen entre 4 y 6 años de estudio medio (311,400 personas), y un 13,7% con menos de 4 años de estudio de enseñanza media (382,300 personas).

De la fuerza de trabajo, el 65,2% (1.811,400 personas) no han alcanzado siquiera la educación media. De ellos, el 34,0% (946.220 personas) tienen entre 4 y 6 añosde educación primaria; el 19,1% (530.300 personas) tienen menos de 4 años de educación primaria; 1,2% son analfabetos sin estudios (32.400 personas), y un 10,9% (302.500 personas) son totalmente analfabetos..

Análisis profesionales nivel medio.

La encuesta realizada a los establecimientos de este sector económico permitió conocer que el personal de nivel medio representa los siguientes porcentajes de la ocupación total de las empresas encuestadas.

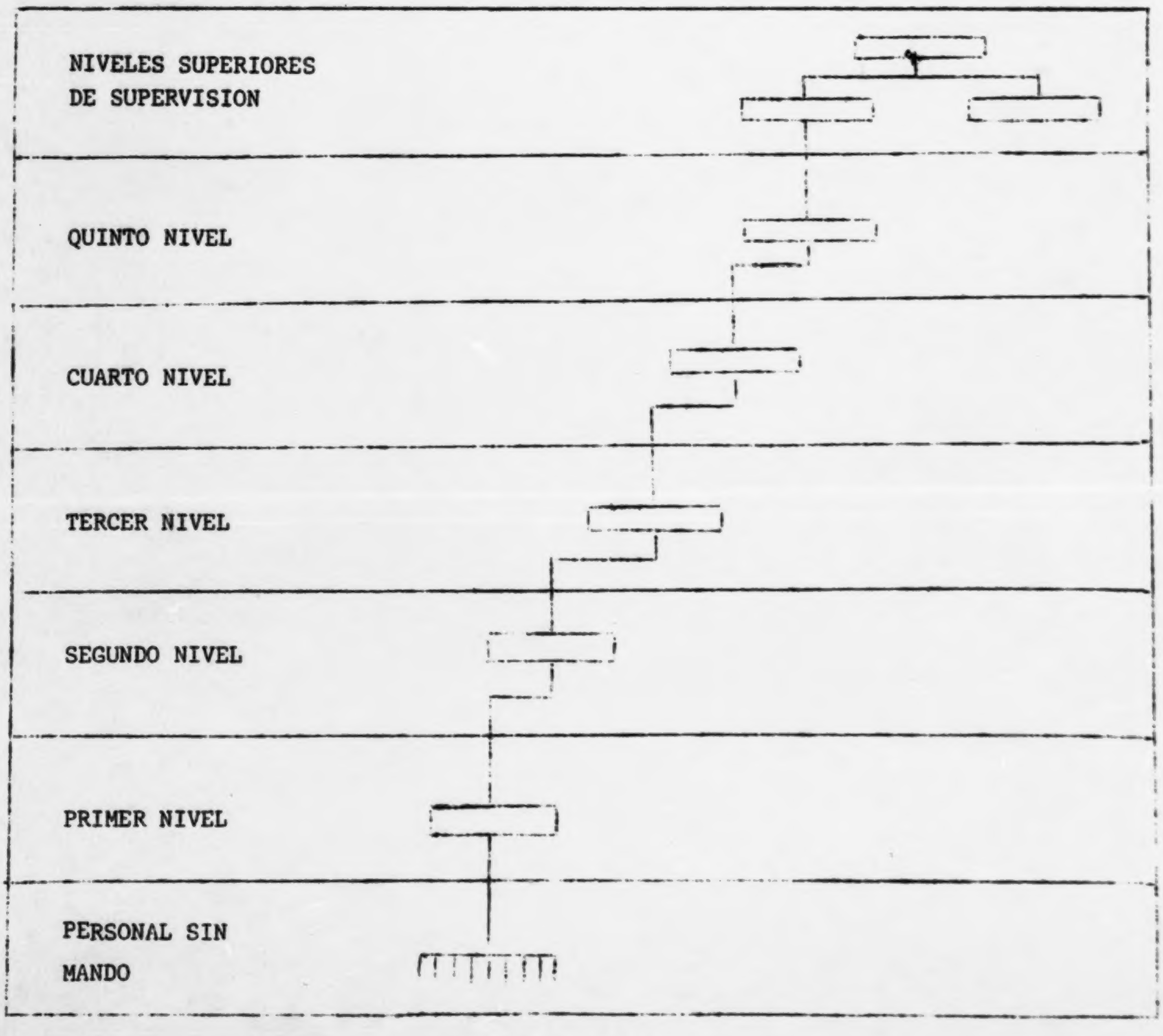
Stgo	6,3%	de 60.819	personas	ocupadas
Valpso.	6,5%	de 13.327	"	"
Concep.	10,2%	de 19.817	"	"

Se pudo asimismo, determinar que entre el personal de ejecución sin mando y la dirección superior de una empresa manufacturera, existen hasta cinco niveles de supervisión intermedia, dependiendo el número de niveles del tamaño de las empresas.

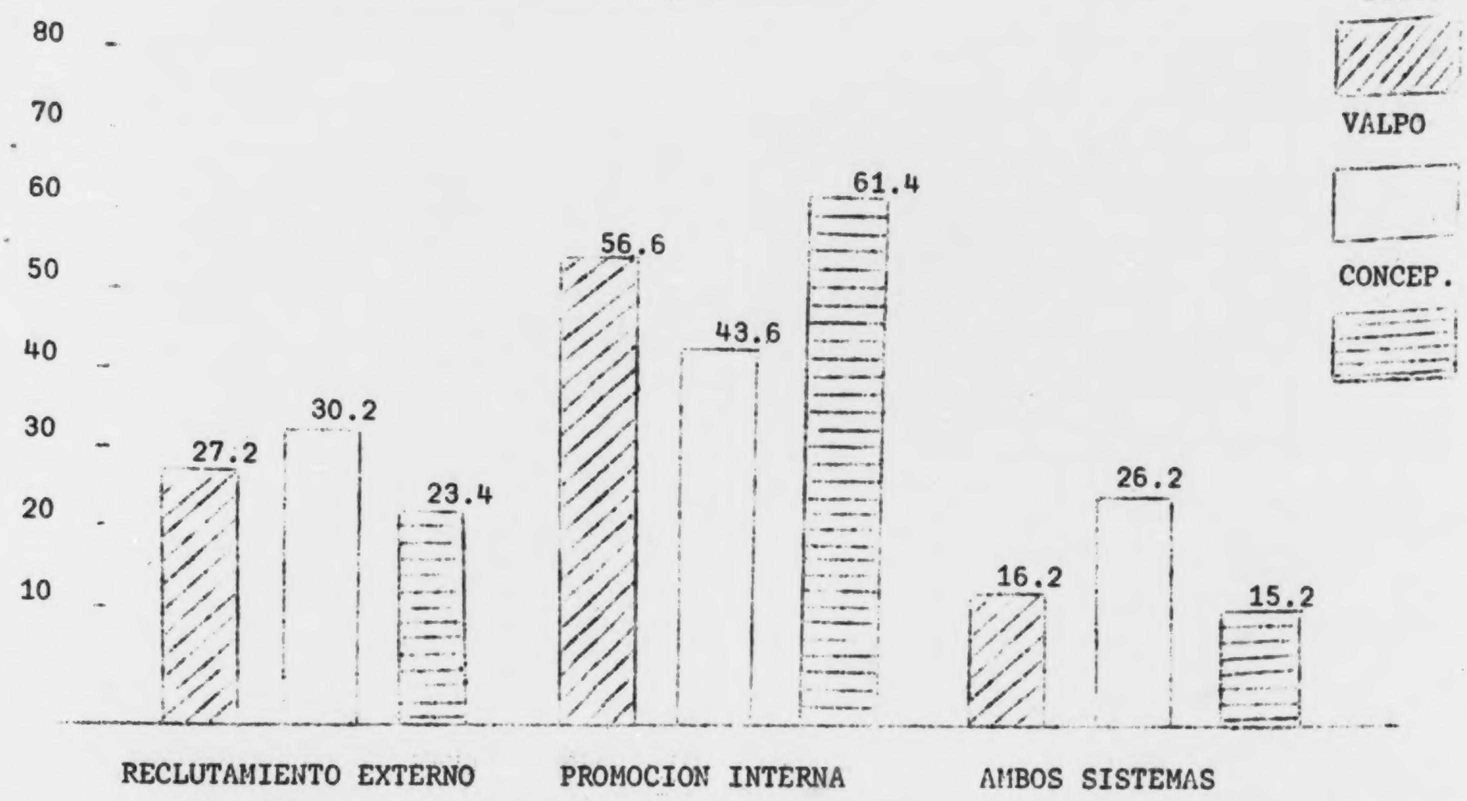
Distribución del personal de nivel medio según niveles de Supervisión

PROVINCIA	Nº TOTAL DE PERSONAS DE NIVEL MEDIO EN LOS ESTABLECIMIENTOS ENCUESTADOS	primero %	segundo %	tercero %	cuarto %	quinto %
STGO.	3.825 (100,0)	70,1	24,2	4,8	0,8	0,1
VALPO.	967 (100,0)	77,6	14,8	4,8	1,6	1,2
CONCEPCION	2.023 (100,0)	58,4	28,1	10,0	2,8	0,7

Los niveles de supervisión intermedia por los cuales se indagaba pueden esquematizarse en la siguiente forma; en la que el organigrama se refiere a una empresa tipo.


NIVELES SUPERIORES DE SUPERVISION
QUINTO NIVEL
CUARTO NIVEL
TERCER NIVEL
SEGUNDO NIVEL
PRIMER NIVEL
PERSONAL SIN MANDO

5.1 Origen del personal de nivel medio.



El gráfico muestra que en general las empresas manufactureras encuestadas en las 3 provincias promueven a su propio personal a cargo de nivel medio. El cuadro mostrado no establece distinción en cuanto a los niveles de supervisión, pero es evidente que al aumentar el nivel de la industria debe optar por el reclutamiento externo.

La promoción interna parece satisfactoria frente al imperativo de la demanda profesional pues también existen limitantes que tienen como consecuencias las deficiencias que se analizarán serán a continuación.

5.2.- Deficiencias del personal de nivel medio.

Deficiencias del personal de nivel medio por niveles de supervisión.

Provincia de Santiago.

Nº	Primer Nivel	Segundo Nivel	Tercer Nivel
1.	Conocimientosespecíficos de la ocupación insuficientes		Conocimientos técnicos insuficientes
2.	Condiciones personales específicas de la ocupación inadecuada.	Conocimientos tecnológicos insuficientes	Actitud innovadora inadecuada.
3.-	Conocimientos tecnológicos insuficientes	Falta de práctica	Actitud científica inadecuada.
4.-	Falta de práctica	Condiciones personales específicas de la ocupación inadecuada.	Conocimientos científicos insuficientes
5.-	Conocimientosgenerales insuficientes.		

PROVINCIA DE VALPARAISO

Nº	PRIMER NIVEL	SEGUNDO NIVEL
1	Conocimientos específicos de la ocupación insuficiente.	Conocimientos específicos de la ocupación insuficiente.
2.	Conocimientos tecnológicos insuficientes	Condiciones personales específicas de la ocup. inadecuadas
3.	Conocimientos generales insuficientes	Conocimientos generales científicos y tecnológicos insuficientes.
4.	Falta de práctica	Motivación al éxito inadecuada
5.	Condiciones personales específicas de la ocupación inadecuadas	Prontitud para cooperar inadecuadas

PROVINCIA DE CONCEPCION

Nº	PRIMER NIVEL	SEGUNDO NIVEL	TERCER NIVEL
1.	Conocimientos tecnológicos. insuficientes	Conocimientos tecnológicos insuficientes.	Prontitud para cooperar inadecuadas
2.	Conocimientos específicos de la ocupación insuficientes	Conocimientos específicos de la ocupación insuficientes	Conocimientos específicos de la ocupación insuficientes.
3.	Conocimientos generales insuficientes	Conocimientos humanísticos insuficientes.	Conoc. tecnológicos insuficientes
4.	Motivación al éxito inadecuada.	Falta de Práctica	Falta de práctica
5.	Falta de práctica	Conocimientos generales insuficientes	Condiciones personales específicas de la ocupación inadecuadas.

De los cuadros anteriores se deduce la deficiencia más notoria del personal de nivel medio, en las areas de producción de las empresas encuestadas de las tres provincias, es la de "conocimientos específicos de la ocupación, seguida por "conocimientostecnológicos" y "conocimientos generales". Se destacan también como deficiencias del personal de primer nivel en "falta de práctica", "condiciones personal de primer nivel la "falta de práctica, "condiciones personales específicas de la ocupación" y "motivación al éxito".

A fin de complementar la información con relación a las deficiencias más sobresalientes se debe analizar las causas y en este análisis se debe considerar también las deficiencias en cuanto a conocimientos y las materias afines.

Materias en que el personal de nivel medio requiere mayores conocimientos.

Provincia de Santiago

Nº	Primer Nivel	Nº	Segundo Nivel
1.-	Conocimiento técnico propiamente tales.	1.-	Conocimiento técnico propiamente tales.
2.-	Planificación y control de la Prod.	2.-	Planificación y control de la Prod.
3.-	Control de calidad	3.-	Control de calidad
4.-	Mejora de métodos	4.-	Relaciones Humanas
r.-	Relaciones Humanas	5.-	Mejora de métodos.

Provincia de Valparaíso

Nº	Primer Nivel	Segundo Nivel
1.-	Conoc. técnicos propiamente tales.	1.- Planificación y control de la producción.
2.-	Control de calidad	2.- Mejora de métodos
3.-	Relaciones Humanas	3.- Control de Calidad
4.-	Planificación y control de la Prod.	4.- Relaciones Humanas
5.-	Mejora de métodos	5.- Conocimientos técnicos propiemente tales.

Provincia de Concepción

Nº	Primer Nivel	Segundo Nivel	Tercer Nivel
1.-	Conoc. técnicos propiamente tales.	Mejora de métodos	Relaciones humanas
2.-	Mejora de métodos	Relac. humanas	Mejora de métodos
3.-	Relaciones humanas	Conoc.técnicos propiamente tales.	Planif. y control de la producción
4.-	Planificación y control de la producción.	Planificación y control de la producción	Conoc. técnicos propiamente tales.
5.-	Medición e instrumentos de medida.	Control de calidad	Control de calidad

Es interesante notar que para todos los niveles de supervisión, el personal que se desempeña en las mismas cinco materias, solo diferenciandose el énfasis puesto en cada una, según sea el nivel de que se trate.

Así por ejemplo, el personal de primer nivel, requerirían mayores conocimientos en los "conocimientos técnicos propiamente tales", materia en que también requiere mayores conocimientos el personal de segundo nivel, en cambio para el tercer nivel de supervisión es más importante poner énfasis en las relaciones humanas.

Por otra parte, vale la pena destaca, el lugar secundario que se le asigna a los conocimientos de materias humanísticas, como en la que los supervisores requerirían mayores conocimientos, especialmente en las industrias de Santiago.

5.3.Tasa anual de necesidades de formación de nuevo personal.

Las necesidades de formación de nuevo personal se puede establecer a través de la fórmula siguiente:

$$F = C - Rr,$$

En que:

F - Necesidades Anuales de formación
C = Contratados
R.r = Retirados que se reincorporan.

Este número, expresado como porcentaje de la ocupación total de supervisores en los establecimientos que ocupan 20 o más personas, permite estimar la tasa anual de necesidades de formación de nuevo personal de nivel medio, que sería contratado directamente por las empresas en los niveles de supervisión.

Para cada una de las provincias consideradas estas tasas son las siguientes:

Santiago	1,6%
Valparaíso	2,7%
Concepción	2,4%

En esta forma las necesidades anuales de formación de nuevo personal de nivel medio que sería contratado directamente a este nivel por las industrias del sector manufacturero que ocupa 20 ó más personas, alcanzarían a 180 personas en Santiago, 50 en Valparaíso y 80 en Concepción, o sea un total de 310 personas en las tres provincias.

Y si tenemos que en cada una de las provincias se crean anualmente las siguientes ocupaciones:

Santiago		819
Valparaíso		150
Concepción		331
	TOTAL	1.300-Ocupaciones que se crean anualmente.

Cabe entonces plantearse la necesidad de cubrir por una parte esta demanda a través de:

a) La formación del profesional de mando medio en la propia Universidad.

b) Como se ha visto que un porcentaje de las nuevas ocupaciones son llenadas por la vía del ascenso dentro de las propias industria, existe también la necesidad de formar un número mayor de personas que serían contratadas en niveles inferiores al nivel medio pero que por su preparación ascenderían a puestos de nivel medio en un tiempo menor que el que hasta ahora ha sido normal.

El panorama que estos datos estadísticos nos presentan, debe ser inevitablemente tomado en cuenta pues de ellos se desprende lo que se llamaría un planteamiento realista de la educación de trabajadores. De una primera y rápida consideración de los mismos, se pueden extraer las siguientes consideraciones:

a) La enorme cantidad de trabajadores sin ninguna educación media, deja prácticamente fuera de las posibilidades de educación superior, a la gran mayoría de la clase trabajadora chilena.

b) Existe un porcentaje relativamente importante de trabajadores en condiciones de ingresar a la Universidad, debido a su educación media completa o incompleta (la mayoría), previo algunos estudios especiales,

c)

c) La educación de trabajadores en las carreras tradicionales de la Universidad, requiere inevitablemente el desarrollo de [illegible] de cursos pre-universitarios de nivelación, dados por la propia Universidad, y en los que se aproveche y valorice la experiencia del trabajo.

d) Se hace necesario realizar un trabajo de investigación en relación a las necesidades reales de los distintos tipos de profesionales especializados en el campo laboral y un trabajo de sondeo y detectación de aquellos trabajadores con capacidades y en condiciones de ingresar a la universidad en breve plazo.

e) Debe ampliarse el desarrollo de las Carreras Tecnológicas que en gran medida absorven al elemento trabajador que ingresa luego de aprobar la etapa de nivelación. [illegible]

II.- Hacia la formación Tecnológica en la Universidad Técnica del Estado.

La implantación de un Programa de educación para trabajadores exige una planificación que considere los diferentes factores que integran todo proceso educacional. Si se concibe la Educación como un proceso de formación de un conjunto de sujetos educandos (en éste caso trabajadores), con los que se pretende obtener un determinado producto educacional (determinado tipo de profesionales), mediante la acción de un cuerpo educador (el programa con sus docentes, coordinadores, etc.) que utiliza un conjunto de medios o instrumentos docentes (recursos físicos, métodos y contenidos; la programación debe contener un análisis de cada uno de estos factores.

En esta parte se abordarán dos aspectos importantes:
1.- A quienes se dirige el programa de educación de Trabajadores.
2.-El tipo de enseñanza que debe programarse.

1.- A quienes se dirige el Programa de educación de trabajadores.

Teniendo presente la fundamentación técnica general de la educación en el contexto de la Reforma Universitaria y la realidad de la fuerza de trabajo chilena, se considera que el programa debe tener un carácter masivo, en cuanto se dirige y tiende a abarcar a grandes cantidades de trabajadores, [illegible] tiago, como en provincias, y de las distintas ramas de la actividad productiva: industria, minas, agricultura, comercio.

Ahora bien, dada la heterogeneidad de la situación educacional y de calificación de la clase trabajadora chilena, se deben distinguir básicamente tres niveles:

a) Primer Nivel: Aquellos trabajadores, de la industria y el comercio que están en posesión de la licencia de enseñanza media.

b) Segundo Nivel: Aquellos trabajadores, que sin estar en posesión de esta licencia, están en condiciones de obtenerla a corto plazo, pues tienen un nivel de escolaridad intermedia (3er Humanidades o equivalentes).

c) Tercer Nivel: Aquellos trabajadores especialmente obreros industriales con escaso nivel educacional, pero que poseen una valiosa experiencia práctica de trabajo en distintos aspectos de la industria.

Debe tenerse en cuenta, asimismo, los niveles de edad de los trabajadores chilenos que ya han expuesto; junto a ésto, el hecho de que puedan disponer sin gran dificultad, de un margen de 15 a 25 horas semanales para el estudio.

2.- El tipo de enseñanza que debe programarse

Teniendo en cuenta la distinción de los tres niveles de trabajadores que se ha expuesto, la educación programada debe ser diferenciada:

Primer nivel: Para los trabajadores que están en posesión de la licencia media se plantea concretamente su incorporación a la enseñanza regular de la Universidad, pero hay que tener presente su situación en el desarrollo de sus estudios, existiendo las siguientes dificultades:

- Dispone de un tiempo libre limitado para dedicarse al estudio
- Normalmente habrá abandonado sus estudios durante algunos años, con lo que ha perdido la disciplina de estudio y olvidado quizás muchas materias.
- Tiene dificultades económicas que limitan su posibilidad de adquirir libros de estudio, asistencia a clases para costo de movilización, etc.
- Sus notas de calificación en los estudios, obtenidas hace años, no dan una apreciación adecuada de sus capacidades y de su desarrollo por la maduración y la experiencia en el trabajo.

Teniendo en cuenta los factores mencionados se hace necesario:

- - Etapa inicial de recuperación a través de un plan especial integrado a las carreras donde existe un mejor grado de trabajadores.

- Un sistema de ingreso particular, en que los trabajadores puedan competir solo con los otros trabajadores en la misma situación.

- Desarrollar las carreras universitariasen horarios vespertinos o nocturno especialmente para los trabajadores.
- Desarrolar un amplio sistema de Becas especiales además de proveer un sistema de financiamiento que cubra las necesidades y servicios en su mayor parte (biblioteca, servicio social, etc.)

Segundo nivel: Para los trabajadores que estan en condiciones de obtener a corto plazo la licencia media o equivalente es necesario desarrolar un plan especial de nivelación, de cuatro o más semestres. Estos cursos deben tener un plan de estudios particular, en que se considere solo aquellos aspectos básicos relacionados con la exigencia de conocimientos necesarios paras las especialidades particulares previamente escogidas por los alumnos trabajadores. El desarrollo de estos cursos de nivelación debe ser lo más amplio posible y otorgando a aquellos alumnos que aprueben este curso un grado de especialización técnica y al mismo tiempo con los conocimientos necesarios como para integrarse a una carrera universitaria regular.

Tercer nivel: Para los trabajadores obreros agrícolas e industriales que tienen un escaso nivel de educación sistemática pero que poseen una rica experiencia de trabajo productivo, es necesario desarrrolar planes especiales de educación como en diferentes aspectos tecnológicos relacionados con la actividad productiva, la especialización y tecnificación del trabajo.

EDUCACION DE LOS TRABAJADORES DE TERCER NIVEL

Tercer Nivel: Para los trabajadores obreros agrícolas e industriales, que tienen un escaso nivel de educación personal.

Dadas las características actuales de la educación en nuestro país, así como los problemas presupuestarios de la educación universitaria, creemos que por el momento no es factible desarrollar amplios y largos planes de nivelación que dejen en condiciones a éstos trabajadores de ingresar a las carreras tecnológicas de la Universidad. Por ésto, el objetivo que se plantea es más modesto, y se basa fundamentalmente en el aprovechamiento máximo de la experiencia práctica de trabajo, especializado o no, de los trabajadores en la agricultura y la industria. El programa entregará fundamentalmente los aspectos teóricos que completen la práctica y experiencia del obrero, en las propias especialidades o actividades laborales. Este sistema permitirá al trabajador obtener un grado de especialización, que dejará apto para ejercer funciones más calificadas en la propia industria.

La programación de estos estudios tecnológicos deberá tener en cuenta básicamente las necesidades del desarrollo industrial del país, su actual nivel tecnológico y los requerimientos de trabajo especializado.

Las carreras o cursos deberán dirigirse a las más variadas tecnologías que se relacionan con las distintas ramas de la producción. Así, en la industria mecánica (soldadura, torno, mecánica de banco, administración de pañol, organización de talleres, presas, etc.); eléctrica (instalación, mantención de máq., etc.), en la industria de la construcción (carpintería, instalaciones sanitarias, etc.), en la industria electrónica (válvulas y transistores, controles automáticos, comunicaciones, etc.); en la metalurgica (Tratamientos técnicos, de materiales); en la industria química; de alimentos; en el comercio; en la agricultura, en la industria textil, en la del papel, etc., etc.,

Los recursos docentes y metodológicos necesarios, y cómo se pueden utilizar.

Dado el carácter masivo que se pretende que debe tener un programa de trabajadores, se deben utilizar los más variados y modernos sistemas de comunicación de masas, que en nuestro país han sido casi nulamente explotados en éste sentido, pese a que en otros países han sido experimentados ampliamente en la educación de adultos, con grandes y crecientes resultados()En la U.R.S.S., Noruega, Canadá, Singapur, Kenia Holanda, China , Cuba y muchos otros, cuyas experiencias fueron estudiadas en el "Boletín trimestral de Educación de Adultos y de Jóvenes" de la UNESCO, que las ha divulgado sistematicamente.).

Fundamentalmente, un programa extenso de educación de trabajadores, en el sentido y dirección que se ha esbozado, debe utilizar ampliamente, la radio la correspondencia, la T.V. y la prensa, como recursos masivos de educación.

1. Utilización combinada de la correspondencia y la radio.

Se propone un método que disminuye al máximo las desventajas de la ausencia del profesor directo que enseñe las materias en clases sistemáticas, y que al mismo tiempo permite el aprovechamiento mejor de las ventajas de los medios educativos de la correspondencia y la radio. Este método consiste en la utilización combinada de ambos medios de comunicación mediante la radio, se tiene la presencia del educador junto a los alumnos, que reciben en forma sistemática, en programas de

[illegible]

45 minutos, las materias a estudiar.

Estas clases por radio, son complementadas por material didáctico entregado por correspondencia; guías de clase; ejercicios; apuntes; preguntas que deben ser respondidad por los alumnos, y pruebas periódicas de evaluación.

La utilización combinada de ambos sistemas, exige una programación detallada y sincronizada, de tal modo que los estudiantes reciban conjuntamente el material escrito por correspondencia, correspondiente a las materias y temas dictados en las clases radiales.

El sistema que se expone debe ir acompañado de un nuevo factor educativo de enorme importancia, y es el estudio por grupos, y no en forma individual. En efecto, la organización de los trabajadores alumnos en grupos permite un mayor enriquecimiento en el estudio, por el intercambio y la discusión de las materias presentadas. Además el estudio individual exige una dosis de disciplina personal, tenacidad y esfuerzo de voluntad tal, para seguir sistematicamente el curso, que el riesgo de abandono y mortalidad es enorme. El estudio en grupo en cambio, permite un cierto control mutuo de los estudiantes, plantea una disciplina colectiva y favorece un avance constante, que permite superar en gran medida el peligro de abandono "a mitad de camino". Esto no elimina la posibilidad de que en determinados casos el curso pueda seguir en forma individual.

Funcionamiento del sistema: Varios alumnos que desean seguir una misma disciplina (entre 5 y 15 por ejemplo), y que tienen proximidad ya sea por trabajo en la misma industria o vivir en la misma población, unen sus esfuerzos y constituyen un grupo de estudio Se matriculan en el Programa, como curso o círculo de estudio. Cada miembro del grupo recibe su ejemplar del curso por correspondencia. De este modo puede leer y prepararse individualmente en casa, antes y después de las reuniones. El grupo se reune periodicamente, conforme a la programación, en torno a la radio y escucha el programa. Terminado éste, en torno al material de la correspondencia o a preguntas dejadas por el locutor, inician el diálogo, examinan los problemas, aclaran un conjunto de dificultades. Elaboran finalmente un pequeño informe de la reunión que lo envían al Programa para trabajadores.

Esto exige una cierta organización, tanto de cada círculo de estudios como de los organizadores de los cursos. Cada grupo debe tener un coordinador, que debe dirigir las reuniones, controlar la asistencia, mantener la coordinación con el programa. Debe nombrarse también un secretario de cada grupo, que redacte los informes y los envía sistemáticamente al Programa. (Estos cargos deben ser nominados democráticamente por los miembros del grupo.

Por su parte, la organización del Programa debe recoger los informes, hacer un resumen de ellos, responder las preguntas planteadas, y enviarlas a cada uno de los círculos de estudio.

Como todos los miembros del grupo, el que dirige (Coordinador) también está para aprender, no para enseñar. Por lo que requiere conocimientos relativos a: dirigir la reunión y la organización del programa, para esto se preparará material especial para instruirlo al respecto.

La enseñanza por correspondencia requiere material especialmente preparado para ella; con tal fin pueden realizarse para ciertas materias, los textos o manuales de estudios que se destinan a la enseñanza sistemática. Pero esto debe combinarse con material especialmente elaborado, que entregue guías de estudio, ejercicios, apuntes, lo esencial de esta enseñanza es que se desarrolle de acuerdo a un plan; por eso, periodicamente el estudiante hace ejercicios, resuelve problemas, recapitula lo ya estudiado. Los ejercicios y las preguntas que debe incluirse en las "cartas" constituye un elemento especialmente importante.

Por su parte los programas radiales exigen una preparación adecuada. En lo posible la clase debe dictarla un profesor que haya preparado especialmente la materia en forma relativamente libre y dinámica y con buena dicción. Pero puede también ser útil la clase dictada porun locutor, de acuerdo a una clase previamente elaborada.

En resúmen:

Se propone la combinación de varios métodos de enseñanza; que deben complementarse y sincronizarse, la programación radial, la correspondencia y el estudio del material por grupos y círculos de estudio, más el trabajo de estudio, especialmente en la resolución de ejercicios.

Indudablemente, es necesario elaborar un reglamento, tanto de alumnos, del funcionamiento de los grupos, como de evaluación.

Asímismo, es conveniente la presencia física de un profesor, periodicamente (1 ó 2 clases al mes por ejemplo) en los grupos, para responder preguntas en forma directa, orientar y vincular los grupos con el programa.

2.-La utilización de la prensa.

La prensa es también un medio que puede permitir el mejoramiento y la ampliación de los cursos del programa ppara trabajadores. En dos sentidos:

- Respecto a los cursos por radio y correspondencia: Favorece una información general rápida; puede difundir calendario de actividades; dar la orientación general de los distintos cursos y favorece la coordinación de los mismos. Asímismo puede difundir quías y pautas de trabajo. [illegible]
- Además, es posible pensar en la difusión por la prensa de cursos cortos de extensión universitaria, orientados en general a los trabajadores y pobladores, sobre temas y problemas específicos. Pueden ser cursos de 1 a 3 meses, sobre temas como: dirección sindical, tesorería y secretaría sindical, legislación del trabajo, educación cívica; pequeños cursos de economía doméstica, puericultura, psicología práctica, redacción comercial, problemas de economía y sociología, etc...

3.- Utilización de la télevisión.

Es posible pensar en la utilización de la TV en la difusión de cursos, con una metodología particular. La TV es particularmente útil para la enseñanza de determinadas materias técnicas y especializadas. Sabemos sin embargo que en la actualidad se presentan numerosas dificultades para su uso, alto costo, los trabajadores normalmente no tienen aparatos receptores, etc. pero en un futuro no muy lejano, puede utilizarse ampliemente en la educación del trabajador. La TV universitaria (y de la UTE?) debiera ponerse ampliamente al servicio de tal objetivo.

4.- Qué organización docente debe tener el Programa para trabajadores.

De acuerdo al carácter del programa y al tipo de metodología a emplear, serían necesarios:

a) Un equipo coordinador: Sus funciones fundamentales son las de planificar, dirigir, supervisar, y programar los cursos del programa.

b) Un cuerpo docente: Sus funciones son: elaborar el material o correspondencia y radio; guías, clases, apuntes, ejercicios; asistir periodicamente a las reuniones de los grupos de estudios y cuidar la sincronización de los diversos aspectos del programa. Este cuerpo docente debe estar compuesto tando de profesores especializados en las materias, como de educadores especializados en metodología de la educación laboral, radio y correspondencia.

c) Un equipo administrativo: cuyas funciones principales serían el despacho de la correspondencia, la mantención al día de Kardex de alumnos y grupos, el control de los mismos, etc.

El cuerpo docente deberá dividirse en secciones correspondientes a los 4 tipos de cursos para trabajadores: a) cursos cortos pre-universitarios; b) cursos de nivelación; c) cursos tecnológicos; d) cursos de extensión (prensa).

CHILE

UNIVERSIDAD TECNICA DEL ESTADO
SANTIAGO -CHILE

PROGRAMA ESPECIAL DE CAPACITACION PARA EL INGRESO DE TRABAJADORES A LA UNIVERSIDAD

Para cumplir los objetivos señalados en la parte de fundamentación de nuestros Programas Especiales, la Rectoría de la Universidad Técnica del Estado constituyó en el mes de Marzo una comisión compuesta por los Sub-Directores de las respectivas Escuelas de la Universidad y especialistas en educación de adultos con el objeto de estudiar la mejor forma de producir una integración del trabajador a los estudios universitarios. Esta comisión realizó además, diversas consultas con el Departamento de Educación de la Centra Unica de Trabajadores.

Tan pronto fueron elaborados los criterios fundamentales, la Universidad Técnica del Estado se integró a la Comisión Coordinadora que han formado las distintas Universidades de nuestro país con el Instituto Nacional de Capacitación y el MInisterio de Educación. Esta Comisión está estudiando desde el mes de Abril un programa que haga posible la incorporación de los trabajadores a los estudios universitarios. La Universidad Técnica planteó sus puntos de vista en el seno de esta Comisión y hubo consenso para estimar que los objetivos generales de un Programa Especial de Capacitación para el ingreso de los trabajadores a la Universidad, debían ser los siguientes:

- Detectar al trabajador que posee condiciones de inteligencia, voluntad y motivación apropiadas para postular a la Educación Superior.
- Dar la oportunidad a ese trabajador a través de un programa especialmente diseñado, de adquirir los conocimientos necesarios para llegar a ser un profesional universitario.
- Promover el desarrollo personal y profesional de los alumnos trabajadores mediante el estudio de los fenómenos tecnológicos, sociales y económicos que les permitan comprender criticamente la sociedad.
- Contribuir a la formación de ciudadanos conscientes y actuantes en sus responsabilidades sociales, fundamentalmente comprometidos en la búsqueda de una sociedad justa

y digna.

- Capacitarlos profesional y técnicamente para una contribución efectiva al desarrollo económico y social del país en el marco de una actitud solidaria con el destino de la Nación y los trabajadores.

En un Memorandum elaborado por esta Comisión Coordinadora, se dice lo siguiente: "De acuerdo a los objetivos planteados, el Programa Especial deberá detectar en la clase trabajadora a las personas que tengan capacidad y aptitud para realizar estudios superiores universitarios, motivación social y condiciones de dirección ya sea en el campo económico, político o social. Esta acción deberá dirigirse prioritariamente a aquellos sectores de trabajadores de mayor gravitación tanto en las tareas de orden económico como social, es decir, deberá atender de preferencia a aquellos trabajadores provenientes de la producción.

"La influencia de los trabajadores en los acontecimientos más importantes de la vida nacional es creciente. Esta influencia se ejerce hoy fundamentalmente por la vía de la presión que realizan sus organizaciones. El proceso social en Chile exige que esta influencia se traduzca en la incorporación de los trabajadores en los niveles de dirección.

"La Educación Superior de los Trabajadores es un complemento importante para posibilitar el que asuman las mayores responsabilidades.en las estructuras de poder, orientadas al cumplimiento de las tareas de la planificación y ejecución del desarrollo económico y social. Las Universidades, INACAP y el Ministerio de Educación, están en condiciones de hacer mediante este Programa Especial una valiosa contribución a este proceso de democratización de nuestras estructuras de poder."

LA ESCUELA DE NIVELACION.

Una de las formas de llevar a la práctica las ideas antes expuestas, fue la creación de la Escuela de Nivelación, dependiente de la Oficina de Programas Especiales de la Universidad Técnica del Estado.

Esta Escuela de Nivelación entrega a los alumnos trabajadores conocimientos equivalentes a la Enseñanza Media. Ingresan a ella por lo tanto trabajadores que hayan terminado su Enseñanza Básica. Según estudios realizados por la Universidad de Chile, en las grandes industrias de Santiago el porcentaje de obreros que han obtenido este grado es del orden del 40%.

La Escuela de Nivelación iniciará sus actividades en el mes de Septiembre con cuatro cursos de 35 alumnos cada uno.

La etapa de nivelación consta de cuatro semestres, de veinte semanas de clase cada uno. Estas se realizarán en horario vespertino, entre las 19 y 22.30 horas.

CONTENIDOS DEL PROGRAMA DE NIVELACION.

Los programas de estudio de la Escuela de Nivelación se orientan hacia las siguientes áreas.

a) Un Area Científico-Humanista. Está constituída por las asignaturas de Matemáticas, Física, Química, Ciencias Naturales y Castellano. En todas estas asignaturas se entregan los contenidos que respecto de las mismas establece el Ministerio de Educación como exigencia para la obtención de la Licencia Media, mediante una metodología especial que tiene en cuenta las características del estudiante trabajador.

b) Area de Ciencias Sociales. Esta área agrupa los contenidos de Historia Universal y de Chile, nociones de Geografía Económica, de Economía y Sociología. Tiene una importancia muy grande porque no sólo está concebida como una preparación para abordar la Educación Universitaria, sino que como un aporte útil y perceptible para las actividades del trabajador en su organización social y para la comprensión global de los fenómenos económicos y sociales.

c) Area Tecnológica. Mediante esta área se pretende dar una adecuada orientación vocacional, detectando los intereses y aptitudes del alumno trabajador, tendiendo en lo posible a proporcionar alternativas de estudios pos_Enseñanza Media, distinta a las carreras tradicionales universitarias.

Se estima necesario y conveniente, además, la elaboración de un plan artístico y cultural que sea un complemento para su formación integral, debidamente relacionado con la enseñanza sistemática de las otras áreas, especialmente el área de Ciencias Sociales. La promoción artístico-cultural deberá atender a integrar al trabajador, a su organización social y a su familia, a este tipo de actividades, como un elemento de distracción que no grave su actividad educativa normal, sino que sea parte de la utilización de su tiempo libre.

ASIGNATURAS Y PLANES DE ESTUDIO DE CADA SEMESTRE

ASIGNATURA	SEMESTRES 1°	 2°	 3°	 4°
MATEMATICA	X	X	X	X
FISICA		X	X	X
QUIMICA	X	X	X	
CIENCIAS NATURALES	X	X		
CASTELLANO	X	X	X	X
CIENCIAS SOCIALES	X	X	X	X
DIBUJO TECNICO		X	X	
ELECTIVO PROFESIONAL			X	X

OPCIONES PARA LOS EGRESADOS DE LA ESCUELA DE NIVELACION

Quién haya aprobado los cuatro semestres de la Escuela de Nivelación, dispondrá de una matrícula reservada en cualquiera de las carreras universitarias, mediante el sistema de CUPO ESPECIAL PARA TRABAJADORES. Estos cupos se establecerán preferentemente en las carreras vespertinas, las que en virtud de su horario de funcionamiento son más asequibles al estudiante trabajador.

El egresado del plan de nivelación tiene tres opciones para la continuación de sus estudios:

a) Un plan intensivo de taller; que según la especialidad durará entre seis o nueve meses, en el cual el estudiante recibe una especialización conducente al grado de sub-técnico.

b) Una carrera tecnológica, de dos años de duración, que entrega al estudiante una especialización que conduce a la obtención de un grado de técnico.

c) Una carrera de ingeniería, en sus dos variantes, : la carrera de Ingeniería de Ejecución con cuatro años de duración o la carrera de Ingeniería Industrial con seis años de duración. En este caso el alumno tiene también la posibilidad de obtener el título de Ingeniero de Ejecución en una especialidad determinada y posteriormente, haciendo los años que restan, obtener el título de Ingeniero Industrial.

Esta diversificación puede ser ofrecida, en las actuales circunstancias, sólo por la Universidad Técnica del Estado, puesto que es la única Universidad que imparte enseñanza tecnológica en los más diversos niveles, desde el Grado Oficios hasta la Ingeniería.

Las Carreras Tecnológicas o especializadas fueron creadas el año 1969, Se ha podido constatar que hay un gran interés por ingresar a ellas y además una gran demanda de los prpfesionales que de ella egresan.

Durante los cuatro semestres del Plan, a través de sistemas especiales de evaluación, de un trabajo especial de orientación y de mecanismos para detectar aptitudes o intereses, se propenderá a una adecuada distribución de los estudiantes en las distintas opciones. post-nivelación.

ESTRUCTURA Y ORGANIZACION DE LA ESCUELA DE NIVELACION.

La Escuela, como se ha dicho, depende desde el punto de vista académico, de la Oficina de Programas Especiales de la Secretaría Nacional Académica de la Universidad Técnica.

El Comité Directivo de la Escuela está integrado por un representante de la Oficina de Programas Especiales, un Coordinador Docente, designado de entre los profesores de la Escuela, un Coordinador Administrativo y un representante de los estudiantes.

Cada uno de los cursos tiene un Profesor Encargado del Curso. El Coordinador Docente y los Profesores Encargados de los Cursos, más un representante de los estudiantes, se constituyen en la Comisión de Docencia de la Escuela.

Report

on

Adult Education in the U.A.R.

by

Saad El-Din Hussein Ali
(Ministry of Education, U.A.R.)

Submitted to the Second Conference
of the International Congress
of University Adult Education;
Montreal, Canada, August 1970.

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I BACKGROUND

Since 1952, The United Arab Republic (U.A.R.) has adopted scientific methods in planning for building up a new society based on sufficiency and justice, in the field of social, economic and cultural development with a view to raising the people's standard, narrowing the gap between classes and mastering forces and exerting efforts to develop the country's resources and extending services.

In the Social field, the State decentralised services by introducing local government, expanding combined units, establishing social institutions, encouraging private associations, planning national programmes for the development of cottage industries and training the families' members in the production of home made industries.

The state has also granted women their full rights in education, work and in exercising their social rights to the extent that they have participated on equal footing with men in the different aspects of activity.

It has further encouraged the organisation and the establishment of different cooperative societies and labour and professional associations. It has enacted legislations ensuring 50 % representation of workers in the board of directors and farmers holding less than 5 feddans in the managing boards of agricultural cooperative societies.

In the political field, woman has won their suffrage for the first time. She could be a Minister, a member of the National Assembly and a member of the Arab Socialist Union (A.S.U.) at all its different levels. New legislations stipulate the necessity of 50 % representation of workers and farmers in the National Assembly.

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ECONOMIC CHARGES :

The state has shown interest in the development of agriculture as it is the primary source of income for the majority of rural population amounting approximately 20 millions in number. This is done through expanding cultivated land by reclamation. So far the reclaimed desert land reached 850,000 feddans. The state also has laid stress on planning so that agricultural and livestock production may reach the highest possible degree of sufficiency in such a way as to meet the state's needs and achieve surplus for export.

It has established the agricultural cooperative societies at different villages, chosen the best seeds and has been following up farmers to ensure adopting the most up-to-date agricultural methods and the use of modern agricultural machinery.

Due to the steady growth of population and the small area of cultivable land, the state has to look for the building up of an industrial society. In such a way it has broken off all the shackles that tied the Egyptian society to a backward agricultural environment. The state has worked for orientation and development of the industrial sector on the basis of technical and economic research in such a way as to ensure the use of capital invested in industry in a manner that suits the aims and goals of the national programme of economic development.

At present there are new factories for iron and steel, ceramics, cement, paper, cars, fertilizers, thermo factories, spinning and weaving, food industries, which depend on local raw materials, and petrol and mineral industries.

With the completion of the High Dam project, 836,000 feddans have been turned from basin to perrennial irrigation. Its impact on the development of industry could be recognized, if we kno that the per capita of electricity energy has increased from 40 Kh. to 500 Kh.

In order to reap the fruits of social and economic programmes, they must be coupled with cultural programmes to face up the society's backward aspects and to serve as a means for preparing the manpower benefiting from these programmes and understand its role and duties in the society, and enable it to master the machine. If we consider the rapid scientific development in the world, we will understand the heavy burden borne by the national cultural planning machinery which prepare the society to catch up with this accelerated development.

CULTURAL:

The State's policy in educational services aims at preparing manpower with certain degree of different skills to meet the society's needs through broadening education eddifice, deepening and raising the standard of the education process. Free education for all classes and stages was enacted.

Due to scientific and technological development and the subsequent great progress in different aspects of life, and in order to enhance the execution of the state's plans, new fields of study have been introduced, such as sciences of mining, petrol, space, land reclamation, and nuclear physics.

II ADULT EDUCATION IN THE U.A.R.

1. PHILOSOPHY OF ADULT EDUCATION MOVEMENT :

Illiteracy is still a heavy burden on our plans for socio-economic development. Despite all the previous efforts, illiteracy ratio is high in the U.A.R. It is around 65 % among citizens. Statistics indicate that illiteracy in our country is centered in the production age ranging between 15 and 45.

In our evolving age and particularly in our new society, we believe that our great effort to eliminate illiteracy should not impede our efforts in helping adults (men and women) to acquire knowledge of different aspects of life with a view to breaking cultural change for preparing the people to shoulder their responsibilities in the state's development plans.

Consequently adult education movement in the U.A.R. tries to achieve three main objectives :

a) Combating illiteracy with the aim of providing citizens with accepted standard of knowledge in a way that enables them to interact with the State's development plans and freely exercise their social, economic and political rights.

b) Bringing about radical change in the society through providing the people with valid knowledge and scientific attitudes and encouraging citizens to promote their talents.

c) Vocational training for all types and levels of manpower in order to raise their productivity and enable them to adapt themselves to the demands of modern technology.

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2. MINISTRIES, INSTITUTIONS AND ORGANIZATIONS WORKING IN ADULT EDUCATION

A. MINISTRY OF EDUCATION :

1. The Problem of Illiteracy:

The Ministry of Education regards adult education programmes as an educational process in the first place. It, therefore, shoulders major responsibility for these programmes. Adult education activities of the Ministry are, thus, a part of the state's general plan of educational services.

It has, therefore, established a General Directorate for Adult Education to serve as one of its central bodies. Adult Education divisions were provided to the Ministry's Departments at the different governorates. The Ministry of Education extends all its technical potentialities to Ministries and Authorities concerned with adult education. It also facilitates work of its officials and their contribution to these projects.

2. Combating Illiteracy:

On the wake of the Egyptian 1919 Revolution, a general national feeling was felt for the necessity of combating illiteracy in Egypt. Some scattered popular efforts began to organise evening classes for the eductation of illiterate adults. The ruling governments at the time supported these efforts, yet they were lacking proper organisation and financial support.

The first law organizing the State's plan for combating illiteracy and for the popular culture was issued in 19[illegible]. Under that law, the state was committed before the people to shoulder the responsibilities for eliminating illiteracy in the country.

The 1946 amended Law provided that the Ministry of Education was the responsible body for combating illiteracy in the state.

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3. Practical Field Problems:

Practical application had shown some discrepancies in the illiteracy plans as reflected in the law.

Of these are the following examples.

a) The law was made under social norms different from those in our modern society.

b) Companies and institutions were not committed to apply the law and educate their illiterate workers.

c) Absence of following up the graduates of Adult Education centres so they relapsed back into literacy.

d) Insufficiency of funds for the projects of adult education and combating illiteracy

e) No attention was givento train all the pioneers working in the projects of adult education on the means and methods of teaching adults.

f) Multiplicity of bodies working in the field and the lack of coordination in their work.

g) Shortage of primary schools which could absorb all children at the enrollment age.

4. The Department of Adult Education and Combating Illiteracy:

After 1952, The Ministry of Education increased the budget of primary education to the extent that it almost reached half the budget of the Ministry.

It has also laid down programmes for promoting the teachers institues and developing their curricula, text-books and educational methods to ensure availability of teachers needed for meeting the increase in the number of primary schools.

Furthermore, the Ministry has established the General Directorate for Adult Education to lay down technical plans for adult education, combating illiteracy, preparing text-books and curicula that suit all studying categories, in addition to training and preparing pioneers working in adult education and illiteracy programmes whether they are teachers or voluntary intellectuals.

In the Ministry's administrative structure the three departments (Primary Education, Teachers Institutes and Adult Education and Illiteracy), were placed under the supervision of one under-secretary of state to ensure the unity of work and integrated coordination in the plan.

The organisational structure of the Department of Adult Education is divided into the following divisions:

Text-books and curricula, planning and experimental projects, field follow-up and statistics, and training.

In the Ministry's structure the Primary Education Department, Teachers Institues Deparment and Adult Education were placed under the supervision of one under secretary of state, to ensure the unity of work and integrated coordination in the plan.

In addition to the efforts of the Ministry of Education, there are other ministries and institutions, governmental and non governmental, which are participating in combating illiteracy.

Among those are the Ministries of Industry, Argriculture, agriculture reform, social affairs, Local government, the Arab Socialist Union, the Trade Unions and the Private Philanthropic associations.

5. The Plan for the Eradication of Illiteracy:

The Ministry of Education has drawn up a comprehensive plan of work, showing the philosophy under-

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lying the movement in the country as a whole, focussing on the following aims:

a) Raising illiterates to the standard of primary fourth grade.

b) Not only combating illiteracy in reading and writing but also enabling students to have access to cultural resources, acquiring knowledge and information and using them in solving individual and social problems that they face.

c) Contacting companies and factories, in collaboration with the Ministry of Labour, and stimulating them to educate their illiterate workers in compliance with the law.

d) Seeking the help of popular organisations, labour and professional associations in the call for combating illiteracy and enlisting the aid of voluntary teachers.

e) Plan of work proceeds on the basis of opening regular evening classes to be financed by the Ministry of Education, or classes at factories and companies on their own account for teaching their workers, or voluntary classes organized by the local bodies. Technical supervision and other aids are provided for field work by the Ministry of Education.

f) The teaching plan is laid down on the basis of 9 months five days a week -three periods daily - (each period of 45 minutes duration).

g) Time table for the week is as follows :

6 hours for Arabic reading and writing
4 hours for arithmetic
3 hours for subjects of general knowledge
2 hours for hobbies and leisure time activities

h) Teaching is either parttime carried by teachers from the Ministry of Education as against a monthly nominal remuneration, or by voluntary workers, or foremen in the factories and industrial sectors.

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i) If the number of classes exceeds three at one place, a superintendent is appointed and the place is given the name "Adults Education Centre".

j) The costs of educating an illiterate are estimated in the plan at L.E. 3,75 (Approx. $ 9.00).

k) The plan for combating illiteracy includes conducting experiments and research work. In this field, the efforts of the Arab Regional Literacy Organization and of the Regional Functional Literacy Centre for the Arab states are noteworthy.

l) Concentration of efforts in literacy teaching is to be focussed on the productive sectors.

m) The plan states the necessity for preparing teachers for work in classes of combating illiteracy and adults education.

h) In collaboration with Prison Department, the Ministry prepares programmes for combating illiteracy among prisoners.

o) The Ministry of Social Affairs organises classes in the social institutions dealing with the welfare of orphans and juveniles and also through social reform societies in rural areas. Table n°1 shows the efforts of those bodies in 1969 - 1970.

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TABLE I. RESULTS OF LITERACY CLASSES - 1969-70

No.	Body	No. of Centres	No. of Classes	No. of Students	Budget £E.
1.	Regular classes of Min. of Education	491	1345	47505	111726
2.	Ins. and Comp.	1384	15734	46095	128690
3.	Political Org.	25	104	3717	150
4.	Arab Youth Org.	-	78	3500	8750
	TOTAL	1900	3190	100807	249316

VI - TEXTBOOKS AND CURRICULA

Programmes for eliminating illiteracy before were only confined to teaching of reading, writing and mathematics. This was on the assumption that acquiring these skills would automatically lead to the desired aim of education in respect of access to cultural resources, acquiring knowledge and attaining information and using them in solving individual and social problems.

Experiences have shown, however, that this aim was not often achieved, as this standard of education was not adequate enough to help an illiterate achieve this objective. These programmes were lacking educational content which could bring about a value closely linked with his everyday life.

Hence, a need was felt for new programmes which could give illiterates an access to sources of culture and knowledge and help them raise their medical, social and economic standards and providing them with knowledge, trends and skills to help them participate in the activities of their community.

Thus, the new programme has been based on teaching reading and writing to serve as an aid to culture and knowledge, and arithmetic was taught as a means to calculation in his every-day life. Programmes for general knowledge were added including national, religious, health social and economic subjects providing students with better opportunities in coping with their changing societies.

Recreational programmes were introduced to meet basic needs of students, urge them to continue their study, bring about social links and promote a sense of cohesion with each other.

With the assistance of the experts of the Regional Centre for Functional Literacy and university professors, the Ministry of Education has prepared curricula and textbooks needed for the implementation of the plan. Thus two kinds of books were produced, one for illiterates in agricultural surroundings and the other for students at industrial areas. This is to ensure a link between words used in educational materials with words most commonly used in the environment.

VII. EXPERIMENTAL PROJECTS:

The Ministry of Education is keen to keep pace with the most recent Arab and international ideological developments in the field of adult education and elimination of illiteracy. Therefore, the Ministry, in collaboration with other ministries, the Arab Regional Literacy Organization and Unesco, carried out experimental projects for the purpose. The following are examples of these experiments:

a) An experiment carried out in Alexandria in 1964 for implementing resolutions adopted by the Regional Conference for planning and executing programmes of adult education and elimination of illiteracy.

b) An experiment carried by the Regional Confederation for Societies in collaboration with the Ministry of Social Affairs.

c) The Ministry took part in the experiment carried out by the U.A.R. Television Organization;

d) Experimental selective project in collaboration with the Arab Regional Literacy Organization.

e) Experimental selective project for Functional Literacy in collaboration with ASFEC, Sirs-el-Layyan.

B. MINISTRY OF CULTURE

1) The Role of the Ministry of Culture in Adult Education:

In 1958, the UAR Ministry of Culture was created as a result of the belief in the great impact of culture on social and cultural development. Thus it took new steps to find out the best ways for cultural planning in the framework of national planning on the understanding that culture is a necessary ingredient for development and a right to every citizen to deepen his consciousness and raising it to human dimensions with which he can be aware of his creative abilities and hope for a better life.

2) The Cultural Centres:

The Ministry of Culture has established an administration for popular culture. This administration established centres throughout the Republic for the diffusion of culture through various communication media.

Every cultural centre has a group of specialists in all cultural branches, i.e. education, sociology, arts, literature, vocational training, women's affairs and economy.

These programmes are conducted on the basis of people's needs in local communities where local leaders take part in running these centres and planning their programmes. Methods adopted are those of lectures, seminars, regular classes; screen projection and debates. A cultural centre, in the framework of its plan, carries out programmes in the following:

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- Music: playing, singing and music appreciation;
- Folklore, staging and folkloric dancing;
- Handicarfts;
- Library services;
- Feminist activities.

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3) Cine Clubs:

The Ministry has also established 15 cine clubs for screening films representing the newest trends and world cinematographic schools. The film shows are followed by lectures and discussions.

C. MINISTRY OF YOUTH

The State's development plan includes plans for the welfare of Arab Youth, being the state's future assets and upon whose shoulders are placed the burden of leadership and execution of the State's plans in all different domains. Preparing youth in a proper educational manner and building them up on scientific bases are the most important guarantees for the progress of the society.

Therefore, the state has created the Ministry of Youth with two basic aims in its plans:

a) Preparing youth from the athletic, social and cultural points of view as a means for preparing a strong and intellectual generation believing in their abilities and the development of their country;

b) Providing youth with the opportunity for studying and exercising practical work in the community development programmes; public service and in adult education.

The Ministry has laid down a general policy for the welfare of youth in the framework of the State's policy, planning; following up and evaluating youth welfare activities in the fields of national education; athletics, social aspects, arts, military and spiritual values in all sectors (Ministry of Education, Universities, Higher Institute and among groups of youth, in factories and in the rural areas).

1) Youth Centres:

The Ministry of Youth carries out its responsibilities through its central and local bodies in full cooperation and coordination with all other state authorities concerned with youth welfare. Table No:2 shows the number of youth welfare institutions:

TABLE 2: NUMBER OF YOUTH WELFARE INSTITUTIONS

Rural Youth centres	Urban Youth centres	Governorate Y.C.	TOTAL
1403	105	27	1535

2) Camping:

Camping programmes aim at the achievement of the principle of education through life in the open in such a way as to provide youth with opportunities for athletic, social and cultural training. They also teach them self-independence and self-government in the framework of proper social life.

There are programmes for working camps, leaders' preparation camps, others offering vocational training. There are, also, camps for the gifted youth in culture and athletics in addition to camps for families, workers and patients of psycho-senitariums.

3) Vocational Training Centres:

Under an agreement concluded with UNICEF, the Ministry has established 19 vocational centres attached to the governorates youth centres. These centres have 1320 boys and girls being trained in such crafts as cars electricity, metal casting and furniture manufacturing for boys and spinning, design and knitting for girls.

4) Hobby centres:

The Ministry of Youth has recently established centres for promoting youth artistic hobbies with a view to further developing these hobbies in their leisure time. So far, centres for plastic art, music, electronics and car mechanics have been established.

5) Programmes of public services:

During summer holidays, the Ministry of Youth prepares programmes for university and higher institutes' students so as to utilize youth efforts for public services. These programmes include:

a. volunteering for work at selected villages where they work with government departments and popular bodies in the fields of social and cultural development;
b. conducting specialized studies and research;
c. work on programmes of villages or factories education through seminars, discussion and the use of libraries;
d. work on programmes for combating illiteracy.

D. MINISTRY OF NATIONAL GUIDANCE

1. TELEVISION SERVICE:

It was natural for the plans of the Ministry of National Guidance, and particularly with regard to the T.V. service, to go in line with the general state plans in connection with adult education, due to its bearing on the masses in a manner that it embraces people from all walks of life.

The role of the T.V. service has been determined in the framework of the plan. It has its special programmes for the people's general education, in addition to its concerted efforts in combating illiteracy.

In its cultural programme, the aim is centered on:

a) Mobilizing the ideological public opinion at home and calling for mastering all moral and human resources to face up the society's problems;

b) Promoting the normal and spiritual sides and stimulating a sense of responsibility with every citizen so that he may be an effective factor in the new society;

c) Raising the people's cultural standard and introducing the essence of Arabic and human thought in a simplified manner;

d) Contributing towards increasing educational capacities of the educational bodies through providing students with the necessary educational materials;

e) Producing programmes for elimination of illiteracy.

To achieve these aims, the Television Organization produces the following programmes:

Telecasts for youth
" " farmers
" " workers
" " women
" " children

Telecasts for general culture
Telecasts for modern sciences
Telecasts on animals
Religious programmes

2. TV PROGRAMMES FOR COMBATING ILLITERACY:

U.A.R. Television Service has its experiences and efforts in producing special programmes for illiterate persons. If we realize that television has a special effect on the people, we can understand the big contribution it makes towards solving illiteracy problems. The T.V. Service in 1968-69 has carried out an experiment with the following aims into consideration:

a) Due to its attractive means, the TV solves the problem of students' dropouts;

b) TV contributes in solving school shortage of space by using the auditauriums, each accommodating 100 students;

c) TV can do without a teacher or trainer that could be replaced by a seen pioneer;

d) It can save students time, by telecasting three hours a week during which time a student obtains what tantamounts five-day attendance at ordinary usual classes.

Participating in that experiment were the following departments and ministries: The UAR Television Service; Ministry of Education; Ministry of Local Government; The Arab Socialist Union; Youth Organisation; Higher Council for Rural Information and the Arab Regional Centre for Functional Literacy.

The project was placed under the supervision of a Higher Committee under the chairmanship of the Programmes Director General and comprising experts representing participating bodies. A special committee was formed for the textbooks and scientific subject matter. The project was carried out at 350 receiving centres at the various governorates. Curriculum was worked out on the basis of the TV audio-visual needs and the nature of students. It was so concentrated to provide the students with the standard of the primary fourth grade in 90 days.

Pioneers for this project were chosen from selected governorates from amongst the non-educationists. They were trained and prepared for such a work.

At the implementation stage there was a body taking the responsibility for follow-up, guidance and evaluation. At the end of the period (90 days), students at different centres were informed of the results. 95% of the centres' students passed the examination. This was encouraging for the TV service to promote and spread the experiment.

E. THE CENTRAL TRAINING ORGAN

Special emphasis has been given to the aspect of training for its bearing and impact on different plans of social, economic and cultural development. Thus, in 1967, the Central Training Organ has been established, directly attached to the Presidential Council. Among its functions is the responsibility of planning, the coordination and development in the field of training manpower at all levels.

In collaboration with the different ministries, government departments and various institutions, the Central Training Organ organizes specialized training courses and projects aiming at increasing the workers' efficiency and productivity with participation in executing these programmes, sending study groups and organizing visits for the exchange of experiences and benefiting from the experiences of other nations in developing their work and attaining the highest possible standard of productive sufficiency to keep pace with the world technological development.

F. THE REGIONAL CENTRE FOR FUNCTIONAL LITERACY IN RURAL AREAS IN THE ARAB STATES (ASFEC).

Under an agreement between Unesco and United Arab Republic, concluded in 1952, an international centre for Fundamental Education was established at Sirs-el-Layyan to serve as a centre for research work, training and production in the field of Fundamental Education, serving the Arab countries.

In 1958, the activities of the centre have turned from the Fundamental Education field into Community Development.

Due to the ideological development in the sphere of socio-economic development, the centre has been turned into one for functional literacy in 1968.

From 1952 until the present, the Centre has carried out the following:

1. Training students from all Arab countries for work in adult education by providing them with information, technical skills and fieldwork in the surrounding villages;
2. Conducting research and studies in adult education;
3. Producing educational materials and audio-visual aids needed for workers in the field;

The Centre is supervised by a group of international experts. The U.A.R. fully cooperates with the programmes of the Centre, being the host country.

Within the same period, the Centre has undertaken the following tasks:

1. Preparing specialists in fundamental education and community development needed for Arab world;
2. Since 1968, it has started preparing specialists in functional literacy for different Arab states;
3. It has supplied the Arab library with studies and research in social, economic and cultural fields that met a dire need in the Arab world;
4. The centre has contributed towards the preparation of different social projects and adult education in the Arab countries. It had an effective part in introducing social services into some states;
5. The centre has an effective and continued contribution in schemes of adult education and combating illiteracy in the U.A.R. through its participation in planning and evaluation committees;
6. The centre has produced books and educational materials needed for combating illiteracy scheme in the U.A.R.
7. In collaboration with the Ministry of Education, the centre provides technical supervision over the selected experimental schemes of functional literacy in the U.A.R.
8. The Centre includes a documentation centre for the exchange of information and documents which help fostering knowledge in the fields of its specialization in the Arab states and elsewhere.

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G. THE ARAB REGIONAL LITERACY ORGANIZATION (A R L O).

Due to the great attention paid by Unesco in drawing up a world programme to demolish illiteracy in the under-developing countries, it has called for the establishment of a network of regional organizations shouldering the task of wiping illiteracy in the different regions. The Arab Regional Literacy Organization was established under the auspices of the Arab League in 1966.

One of the most important functions of ARLO is the planning and coordination in the field of eliminating illiteracy, helping in the exchange of experiences and achieving the objectives of the Arab states with regard to this problem, in collaboration with regional and international bodies and institutions.

It was also recommended to have a special Arab Fund for this Regional Authority, to be financed by the Arab States to meet the costs of illiteracy elimination process in these states. Each state's contribution should be in percentage equal to its contribution in the Arab League.

Objectives of ARLO:

1. To help the Arab states in building up departments responsible for solving the problem of eradicating illiteracy;
2. To assist those states in setting their plans on scientific basis;
3. To put a general plan for literacy within the framework of the socio-economic plans for development;
4. To coordinate between the plans of the Arab states for literacy, and help them in preparing the necessary supporting legislation;
5. To provide them with experiments, experiences, documents and any other means of information that would supplement their effort;

6. To provide them with experts and any technical requirements needed for their plans;

7. To follow up the resolutions and the recommendations adopted by conferences and seminars on the theme of eradication of illiteracy in the Arab states;

8. To conduct study courses, experiments and research in the field of literacy;

9. To organize conferences and seminars for the benefit of the responsible officials and those who are interested in literacy work in the Arab world;

10. To call for the assistance of international organizations;

11. To collaborate with other individual or regional agencies interested in literacy;

12. To form ad hoc committees to study new projects or discuss field problems or to evaluate results of experiments.

With regard to its structure, ARLO has the following bodies:

a) A higher council including representatives of all states and Arab countries. It is preferable that each representative should be one of the high-ranking officials responsible for elimination of illiteracy in his country. Each State has one vote right.

b) The Secretary-General of the Arab League;

c) The Director-Generql of the Authority with technical and administrative staff.

Since its establishment in 1966, ARLO had organized, in cooperation with UNESCO, ASFEC and member Arab states specialized courses for training of top-level leaders in literacy teaching.

Besides, it has published several printed materials in the various branches of combating illiteracy (planning, programming, training and evaluation). It exchanges information on literacy activities among its member states and holds periodic conferences for discussing current problems in the field.

III. TRAINING LEADERS FOR ADULT EDUCATION

The U.A.R. gives a great attention to training leaders for work on projects of social, cultural and economic development, on the understanding that successful and well-enlightened leadership is one of the most important factors contributing to the success of the national plans.

Training aims at providing pioneers with the necessary information about work problems and the means to solve them, skills and abilities to convey ideas to the people, influencing them and giving them their share in shouldering work responsibilities.

Adult education programmes include special departments for training local leaders. . Their work could be summed up in the following:

1. Making studies on quality and characteristics of leadership needed for work;
2. Detecting the characteristics of leadership among the various levels;
3. Working out and execution of training courses for those pioneers to enable them to reach the highest possible degree of functional efficiency before embarking on work;
4. Introducing complementary courses to training courses during work;
5. Evaluating training courses and their influence in changing pioneers trends and their efficiency, and the effect this has on the project;
6. Preparing bulletins, publications and training demonstration for pioneers to assist them in work.

1. Categories of leaders working in adult education:

a) In projects of illiteracy elimination:

1. Workers for planning
2. Guides and superintendents

3) Teachers;
4) Voluntary teachers.

b) In projects of culture for the people:

1) Specialists in the cultural centres;
2) Youth leaders;
3) Teachers at vocational training centres;
4) Officials responsible for cultural programmes at radio and TV service.

2. Methods of Training:

The following are the means of training which are usually adapted in the training courses:

a) Lectures: delivered by specialized scholars from the Ministry of Education and other Ministries concerned. Some of University professors are often invited to deliver lectures, together with experts of Sirs-el-Layyan Centre for Functional Literacy.

b) Discussions: This usually follows the lectures delivered. They are conducted in the form of groups to discuss and clarify points of the subject to fix information and giving practical examples from the field work;

c) Practical model lessons: To be conducted by technicians for field groups of trainees. These lessons are followed by critical discussions from the part of professors and trainers;

d) Field visits: To be organized by the body responsible for training and paid to demonstration sites of field work in connection with their studies;

e) Articles writing: Student are assigned to write articles dealing with lectures subjects or problems of field work;

f) Exchange of experience: in the form of workshops with students and experts taking part, to state their views and exchange work style and practical experiences.

3. Training Project Leaders in the Ministry of Education:

For this purpose, the Ministry of Education established a training division attached to the General Directorate for Adult Education having the responsibility for preparing leaders working in projects of combating illiteracy, whether they are qualified teachers or volunteers from amongst university youth, foremen, members of the Socialist Youth Organizations and all other persons engaged in the field.

The Ministry has also laid down pattern programmes for every pioneer categories working in the field, to be executed at the national level.

Lectures at these training courses are delivered by university professors and experts of the Ministry of Education and other Ministries concerned. ASFEC Regional Centre also contributes with providing its technical experience in planning and actually participates in leader training programmes through its various level programmes.

At present, the Ministry plans the establishment of a permanent centre for training leaders for the purpose of combating illiteracy with the aim of unifying the training policy.

4. Training in the Ministry of Culture:

In its programmes for popular culture, the Ministry has faced the problem of training pioneers who could lead the cultural activities among the masses and who possess the proper cultural background and aptitude for such a work. It has established a permanent centre for preparing and training leaders for the cultural centres. They have nine-months studying programme. Six months are devoted to theoretical studies and the remaining

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three months for field work. During the period of study, trainees have full board stay at the centre.

Study at this centre is based on lectures, discussions, use of library and empirical activities. The centre by-law stipulates the participation of trainees in running the centre and exercising all kinds of cultural and social activities.

5. Training in the Ministry of Youth:

Through its departments, the Ministry of Youth prepared youth leaders from amongst the social, athletic and cultural workers for work at different institutions of youth welfare, whether at sports clubs, rural clubs, youth welfare centres or camps, besides those working in factories, companies and workers' welfare programmes.

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IV. THE ROLE OF UNIVERSITIES IN ADULT EDUCATION

In spite of the fact that so far no sections for adult education have been established at the Egyptian Universities, yet we cannot ignore the role of the universities in the state plans for adult education.

Our universities, whether in their scientific capacity or through their professors' individual efforts are participating in adult education through the following:

1. Conducting scientific specialized research in this field, determining the people's interests and studying their social, economic and ideological positions, in collaboration with ministries and authorities concerned.

2. Conducting extension services to provide adults with the chance to study and follow up some guiding experiments with a view to linking scientific experiments to the society and acquainting adults with the development of modern science.

3. Universities take part in the different committees for planning adult education formed by ministries and authorities.

4. Universities have sections specialized in youth welfare to ensure a social and academic atmosphere for students. Our universities, in collaboration with the Ministry of Youth, organizes programmes to utilize youth activities, in summer holidays,. in programmes of public service and combating illiteracy. This is done in collaboration with both Ministries of Youth and Education.

5. Universities provide the Arabic library with scientific books in the field of general culture and adult education.

6. Universities have obvious bearing on plans and programmes of governmental bodies. Faculties of Medicine, for instance, are living up our

hygienic problems. They also have their opinions and views in planning and executing medical programmes. Our specialized faculties, in fact, have real impact on the development of agricultural, economic and cultural aspects of our life.

7. Universities contribute effectively in drawing up training courses for pioneers engaged in different projects. Professors deliver lectures at the different training programmes for preparing leaders.

8. They open the door of adult education widely before citizens in the humanities faculties to provide them with knowledge and culture. This is done through the external studies system. The number of external students in the Egyptian universities this year has amounted to 3000.

V. LATEST DEVELOPMENTS IN THE FIELD OF ADULT EDUCATION

1. The New Law of Adult Education and Combating Illiteracy:

In keeping pace with the current social, economic and political developments in the U.A.R. complying with the State's development programmes, on the basis of previous field experience in the field of adult education and combating illiteracy spheres, and in the belief of the Ministry of Education that this problem, although educational in the first place, should be considered as national and political and should call for the mobilization of all efforts. The Ministry has, therefore, conducted studies, implemented research work and held meetings at different levels with experts in the field from the Ministry of Education, the Arab Socialist Union, ASFEC, Ministries and institutions concerned with the previous experiences and effectiveness of combating illiteracy law.

On the basis of these studies and discussion, a draft law was laid for the organization, coordination and implementation of the schemes of adult education and combating illiteracy on the following basis:

a) Work in this field is a national and political responsibility, political movement in this field has its weight and bearing in reaching the cherished goals.

b) Voluntary work is to be considered as essential for this movement. University Youth efforts before and after graduation should be utilized in full in these programmes.

c) Giving attention to incentives and publication of textbooks, pamphlets and educational materials.

d) The aim of educating illiterate citizens is raising their cultural, social and vocational standards.

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e) The Law has placed the responsibility of adult education, together with Ministries, with local government units, A.S.U. organizations, general authorities and institutions, professional and labour associations, employers and individual intellectuals.

f) Defining an illiterate as one whose age ranges between eight to forty-five, not enrolled at any school and his educational standard below the primary fourth grade.

g) Forming a higher council for adult education and combating illiteracy by a Presidential Decree under the charmanship of the Ministry of Education and the membership of representatives from the different ministries and authorities concerned.

In this respect the Supreme Council will be responsible for:

1. Drawing up the time-table plans for combating illiteracy and defining the period of each stage and the nature of its work;

2. Planning for work with regard to making surveys, classification and fixing time for study, period needed and working out means of implementation;

3. Giving priorities for work and concentrating all efforts for the implementation of the various stages;

4. Defining requirements of the plan of human and material resources, incentives and its means of finance;

5. Coordinating work of ministries and different institutions engaged in the field and following them up;

6. Working out rules for selecting teachers and defining incentives for them;

7. Laying down bases of study, its plans, curricula and different programmes and defining the required standard;

8. Considering acceptance of aid and donations given for the purpose of adult education and combating illiteracy;

9. Following up the general plan of adult education and combating illiteracy.

10. Jurisdiction for the Ministry of Education has been defined in carrying out all executive work needed in this field within the framework of the general policy laid down by the Higher Council for Adult Education and Combating Illiteracy;

11. The law makes it compulsory for ministries, authorities, companies and institutions not to promote illiterate workers, or granting them working license, or renewing it after the lapse of five years from the promulgation of this law.

Due to the attention given by the state to the problem of illiteracy at present, the efforts of this Council will concentrate, at its initial stage, on the programmes of combating illiteracy.

In practising its work, especially in its campaigns for eliminating illiteracy, the Council's work will, undoubtedly, develop with its programmes to reach the wider concept of adult education.

The Draft Law has been approved and passed by the UAR National Assembly in its latest session in July, 1970.

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2. Experimental project for Functional Literacy:

In collaboration with Sirs-el-Layyan Regional Centre for Functional Literacy and Unesco, the Ministry of Education has planned and prepared a selective experimental project for functional literacy among workers in two areas, one agricultural and the other industrial. The aim was raising their production through the teaching of communication skills, integrated with vocational education. The UAR Government requested for Unesco aid in the form of two experts; one expert in planning and organizing programmes for functional literacy for 12 months, and the other in educational methods for the same programme for six months. It also asked for two scholarships, each of a three-months period for visiting similar projects in the field.

The Ministry of Education has appointed efficient and experienced candidates in adult education field. It will also follow up the execution of the project, evaluate it and come to conclusions for its wide application in the future.

Unesco has already approved the programme and the Ministry of Education is currently studying the means of executing the project, as related to the site of work, conducting preliminary social and economic research and studies, and appointing the administrative body for the joint execution of the project.

3. University special diploma in Adult Education:

For the first time in the history of the Egyptian universities, the Faculty of Education, Ein Shams University has established a course leading to a special diploma in adult education, to be recognized as one of its postgraduate courses in education.

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INTERNATIONAL CONGRESS OF UNIVERSITY ADULT EDUCATION

SECOND WORLD CONFERENCE, MONTREAL 1970

Position Paper: J. C. Dakin, Victoria University of Wellington, New Zealand

FUNCTIONS OF UNIVERSITY ADULT EDUCATION

1. Introduction: The Problem Posed

When in 1964 the adult education units attached to the New Zealand universities became academic departments of their respective institutions, there was a good deal of discussion within these departments and in university committee on the question of the functions that might appropriately be performed by the academic staff of these departments. There was no doubt that extension teaching at a level comparable to intramural teaching and original research would be deemed suitable activities for academic staff of these departments of university extension, as they came to be called. But on the question of the organizational functions that the academic staff members of these departments might perform there was some disagreement, and it became necessary to analyze the usual organizational functions performed by university adult educators and to determine which of these functions must necessarily be performed by academic staff and which might be assigned to administrative staff. It will be appreciated that decisions on these issues would substantially affect the careers of most members of the staff of university extension departments.

2. The Special Nature of Organization in Adult Education: Contrast with other Educational Organization

The fundamentally academic nature of much of the organizational work of adult educators, especially in the development of non-credit programmes where wide discretion and opportunities for initiative are open to them, has not been sufficiently recognized. We adult educators are wont to stress the need for teachers of adults in the class situation to adopt approaches to their students different from those usually adopted by teachers of children and adolescents, but we do not sufficiently emphasize the differences between the relatively rigid organization instituted for the education of youth and the extremely flexible organization required for the organization of adult learning. Most societies have evolved well established institutions such as schools, colleges and universities for the formal education of young people. These institutions are staffed by full-time professional teachers who are responsible, if not for all, at least for almost all the instruction, and their curricula are to a large extent standardized. Parents are induced to send their children to these institutions by legal compulsion or by strong social pressures. There the young people are carefully graded according to age and educational attainment and taught in reasonably homogeneous groups by teachers who are usually very much older than their pupils. The need for the establishment of the different courses conducted in these institutions has been carefully considered by educational hierarchies and the courses have been given the stamp of institutional and perhaps community approval. Practically no discretion remains for an administrator to modify such programmes, although the teacher may have considerable freedom as to his manner of conducting a particular course.

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3. Programme Planning in Adult Education

Contrast this situation of the school or college administrator with that of a university adult educator. Before the latter initiates a course or other learning experience for adults, he must first examine the situation in the relevant sector of the community in which he works, and decide whether a need for the learning experience which he contemplates really exists. The determination of the need may be a relatively simple matter if some kind of request from interested parties has been forthcoming, but it may be necessary for the adult educator to consult prospective participants or to confer with a planning committee. It may even be desirable for him to conduct a modest form of survey. It will also be necessary to determine whether the need is one that can be fulfilled within the terms of the policy of the institution which the adult educator serves. He must,moreover, consider the question as to whether other adult education agencies in the community may be better equipped than his own institution to supply the learning experience required. Once he has decided that there is a need for a learning experience that the institution can approximately organize, he must consider the appropriate method to be adopted. The usual short or long course may not be the most suitable method. Home study, programmed learning, the study-discussion group may be more suitable methods than the traditional class so beloved of schools and universities. On the assumption that the adult educator has decided that a course should be offered, he must then consider the precise objectives of the course, and if he himself is not conversant with the specific field of study involved, he will doubtless consult a university colleague or other authority with the appropriate specialization concerning the content and other aspects of the course and also perhaps concerning the availability of competent teachers. At this stage, too, if he has not already done so, he may consult a planning committee or some prospective participants concerning the same points. Then the university adult educator must decide which teacher or teachers he will invite to conduct the course. He must consult them fully about the objectives and curriculum of the course and make suitable modifications where these are called for. If more teachers than one are to be employed he must determine, in consultation with them, the parts which the different teachers will play. These teachers will almost certainly be engaged on a part-time or overload basis, and their responsibility for the conduct of the course will be primarily, if not wholly, to the university's department of university extension and not to any other department of the university or to any outside institution.

4. Programme Administration and Evaluation

At this point when the planning of the course is complete, the adult educator may delegate most of the functions of promotion and organization to administrative staff. In New Zealand the universities have, on the whole, recognized the need for the reinforcement of the administrative staffs of their departments of university extension in order to make it possible for academic staff to concentrate on teaching, programme development and research. Nevertheless academic staff must exercise some oversight over the promotional and administrative arrangements for courses. For instance,the curriculum of a non-credit course is usually first disclosed to prospective students through the course publicity. If the description of the course given in the programme brochure is not accurate, a student may enrol on the basis of a misunderstanding, and instruction in the course will be hampered. Instruction in the course is completely in the hands of the teacher. The students in the course will almost certainly be volunteers of differing ages and educational background, with considerable life experience and often older than the instructor. The instructor will himself almost certainly be a volunteer possibly with little experience of, or training in, the teaching of adults. He may from time to time require advice and information which only the adult educator and not an administrative assistant can give. Finally, the adult educator, will be responsible for the evaluation of the course, a function which he will usually perform in consultation with the instructor.

5. Programme Development

Throughout this whole operation it is the adult educator, under the authority of his head of department, who is primarily responsible to his university for the course. He is morally responsible to his students and to the course instructor. It is not suggested that every course in a university extension programme requires the full planning treatment described above. Some courses will for the most part follow well established patterns and will be taught by instructors well known to the adult educator. But in a whole programme of courses there will always be several courses, especially new courses, that require full planning treatment. The more innovative the adult educator, the more courses will require full planning. An adult educator who is responsible for a programme of several courses will, moreover, need to give constant consideration to the general objectives of the total programme, to the balance of its different parts in view of the objectives and to the opportunities for progression from course to course - in short, to matters of curriculum development.

An adult educator who is charged with the organization of a programme of courses or learning experiences that require careful planning, administration and evaluation as described above is obviously making many judgments of an academic nature, and his main responsibilities are essentially academic rather than administrative. He is performing three complementary functions: (1) programme planning; (ii) supervision of programme administration; (iii) programme evaluation. The combination of these three functions can conveniently be described by the term "programme development".

6. Functions of University Adult Educators

It has been argued in New Zealand and accepted in at least one university there that an academic staff member of a department of university extension may appropriately perform the following functions:

1. Teaching in extension courses (or to a limited extent in intramural courses);
2. Research in his or her teaching field or in adult education;
3. Programme Development.

It has been found possible and congenial by some university adult educators to perform all three of these functions, especially if the programme development activities of the extension lecturer fall in, or not too far from, his or her teaching and research field, e.g. a lecturer in human development who has undertaken programme development work in the behavioural sciences. Where an extension lecturer has a heavy load of programme development work, it is likely that he will pursue research in the field of adult education itself rather than in another discipline. Although there is some difference of opinion on this point, I am firmly of the opinion that the best programme development work in university adult education is done by those extension lecturers who continue to teach and carry on research. Again it should be emphasized that this combination of functions can only be effected without deleterious effects on academic standards, if the university extension department is provided with adequate administrative support which in this day and age should be taken to mean sophisticated office equipment as well as trained personnel.

THE DIVISION FOR INFORMATION AND EXTRA-MURAL ACTIVITIES
THE UNIVERSITY OF OSLO

ADULT EDUCATION IN SOME INSTITUTIONS OF HIGHER EDUCATION IN NORWAY.

The amended Act of 1955 governing the University of Oslo has as its preamble the following statement: "The purpose of the University is academic teaching and scientific research. As far as doing so can be combined with these tasks, the University shall also work to make the results achieved by science known to the public". The words "science" and "scientific" should be understood to refer to both science and the humanities.

The University of Bergen already had a similar declaration in its Act, which was passed at the establishment of the University in 1949.

Most of the work done in the field of adult education by the Universities of Oslo and Bergen, and by the Norwegian Technical High School and the Teachers' Advanced Training College at Trondheim, is done through the voluntary organisations. The most active have been the Folk University, which originated in the academic milieu at the University of Oslo, and the Folk Academies.

The main forms have been:

1. University study circles.
2. Week-end courses or short residential seminars.
3. Lecture tours and series of University lectures.
4. Travelling exhibitions from the University's collections.

A great step forward was the establishment in 1961 of an office for extension activities at the University of Oslo. This office serves as a link between the University and outside organisations and institutions, besides being an office of information. It also arranges seminars of its own, in fields which are not naturally covered by already existing organisations.

The office is now organised as a division, and its activities have been expanded. In addition to its work in the strictly informational field, it is responsible for courses in adult education, seminars of a liberal character and for the development of academic teaching. In 1969, for instance, the following activities were arranged and held at various centres throughout Norway:

12 courses in adult education, with 500 participants,

13 University seminars, with 600 participants (some of the subjects dealt with were Political Science, Folklore, Litterature, Geology and Nature Conservation),

6 conferences on teaching problems for the teachers at the University of Oslo.

A chair for a university lecturer of andragogy was established in 1964, and 2 fellowships have been granted in 1970 to promote research in the field. In addition to the courses mentioned above, lectures are delivered to regular university students who wish to specialise in adult education as part of their University degree.

The University of Bergen has also arranged University circles, as well as co-operating with the voluntary adult education organisations. An office for information and extramural activities was established there in 1969.

Universities and higher institutions also see it as their responsibility to give opportunities for retraining and refresher courses for academics. Such courses have been arranged for doctors, lawyers, secondary school teachers, engineers, theologians, pharmacists, dentists, etc. Certain steps have also been taken to tackle the problems of academic teaching. (See above.)

At the Norwegian School of Economics and Business Administration in Bergen there are two extension centres:

The Administrative Research Foundation (AFF)

The Extension Service (also organised as a foundation) (NHHK).

The aim of AFF is to provide top management training and to further development of administrative and management science.

The aim of NHHK is, in general, to organize extension activities related to the curriculum of the School. One of the most important tasks is to establish facilities for refresher courses and further education for those who already posess a university degree in the field of economics and business administration, taken at the School or at similar institutions. Another task is to give specific training in some special field, for instance personnel work. Evening studies are organized for those who have not had the opportunity of ordinary study at the School.

SECOND WORLD CONFERENCE OF UNIVERSITY ADULT EDUCATION

MONTREAL - CANADA

25th to 29th August, 1970

Sponsored by the International Congress of
University Adult Education

UNIVERSITY ADULT EDUCATION IN INDEPENDENT ZAMBIA: THE ROLE OF A DEPARTMENT OF EXTRA-MURAL STUDIES IN NATIONAL DEVELOPMENT

(Position Paper Presented
by

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University of Zambia)

Briefly, when the colonial territory of Northern Rhodesia became independent on October 24, 1964 as the sovereign Republic of Zambia "75% of the population was illiterate; life expectancy in 1965, 40 years; there were fewer than 400 doctors for a population of about three and a half millions; less than three hospital beds per thousand population"[1] and about one hundred indigenous university graduates. This unfortunate situation was largely the result of the unelightened policies of the European colonial administration which wanted to keep the area underdeveloped so that it would reamin a labour reserve for the Southern Africa gold mines, Again, colonial administrations not only in the Northern Rhodesia but throughout Africa generally preferred the uneducated Africans to the educated ones, who, they feared, tended to take to political agitation. The situation many African countries on attainment of independence is only fractionally better than that contained in the above grisly statistics. The reason they are mentioned at all is not order to denigrade the Zambia nation. On the contrary, the reason is that they enable us to focus our attention on the problems to which the University of Zambia, through its Department of Extra-mural Studies, has addressed itself. It goes without saying that since the Zambian situation, as contained in the above figures, are very different from those of the industrialised nations. The way the Department chooses its priorities and its strategy for tackling them may differ correspondingly from those of a University Adult Education Department in an industrialised country. The Department of Extra-mural Studies of the University of Zambia should therdore be judged by the degree to which its programmes meet the Zambia challenge, rather than the criteria of Western Europe, which may often be irrelevant in the situation under review.

President Kaunda has often emphasized that each Department of the University of Zambia should be an instrument for nation building; and nation building in the context of Zambia does not only require the creation of skilled manpower which is in such.

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[1] Zambia As An Underdeveloped Country, (Teaching Material, Extra-Mural Department) p.1

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short supply; it also entails the rehabilitation of the minds of formerly colonized people. This psychological redemption is esential not only in Zambia but throughout newly independent African because during the colonial era the Africans had been told consistently that their culture was evil and ought to be avoided. Naturally, this indoctrination created an inferiority complex and the need for the Africans to be apologetic about their way of life. This indoctrination was administered often in very subtle ways. By portraying the Devil and his legion in Hell as black, while God and Angels were depicted as white the missionaries implied that there was some guilt inherent in the colour of the Africans. (In fairness to the missionaries, it must also be added that many of them did not do it out of malice, since these were the stereotypes they themselves had learnt during their youth.) Again, on the official level it was assumed that the Africans had neither a history nor a valid culture of their own. This erroneous way of thinking arose as I pointed out in an earlier paper,[1] from the fact that most sub-Saharan peoples of Africa had not acquired the written word bedore the advent of the Europeans in the Continent. As a result, they did not have written history by the time the European scramble for Africa began. And because the Africans did not have a written history, the Europeans mistakenly concluded that they did not have any history whatsoever and further concluded that they had no culture as well. This muddled thinking can be seen from the lengthy debates that went on in France as to what its colonial policy in Africa was to be. Some people felt that it ought to be one of association, that is - a form of indirect rule - while others argued that assimilation would be the only meaningful colonial policy in Africa. Those who shared the letter view argued

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1. "The Historical Background to Modern West African Literature (Unpublished paper read at the Seminar"Workshop For Teachers of Literature in English held in Lusaka from 18th 21st December, 1969)

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that association was good for places like Indo-China where the indigenous people were supposed to have had a culture of their own. In Africa, they contended, such a policy would be impracticable, as, in their view, the people did not have either a history or a culture they could call their own. The fact that assimilation was eventually adopted as the official French colonial policy in Africa till the end of World War 11 shows that this view was accepted by the architects of the French colonial policies. The aim of assimilation was to transform the Africans gradually into black French men, who were to enjoy the same rights and responsibilities as any French man in any Province of France itself. Exponents of British colonial policies in Africa are often at pains to show that the British were not as paternalistic as the French, and they often cite the fact that the British practised indirect rule as evidence of this. It should be pointed out, however, that British intentions towards Africa at the time were not as magnanimous as the apologists would want to make them. It appears that in territories like Northern Nigerial where British colonialism was faced with the problem of having to use few European officers to administer a vast territory, it tended to use the existing indigenous rulers as colonial agents. This pragmatic way of tackling the problem of colonial administration was eventually rationalised in the 1930s and then recommended to areas which had not by then adopted it. The fact that the British took this action then does not mean that British attitudes at the time of scramble for Africa were essentially different from the French ones, particulary if we consider British colonial policies in the Northern Rhodesia. Here, the colonial administrators used fraudulent treaties supposed to have been signed with the African chiefs in the area as the pretext or imposing the Pax Britanica on the African people of the territory. Their Anthropologists

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set to work subdividing the people into more tribes than ever existed. The result is that the now approximately 4 million people of Zambia have been labelled as belonging to seventy-two tribes, while close scrutiny shows that there are hardly a dozen ethnic groups in the country. By playing one group againist the other, the British were able to prevent the early formation of nation-wide opposition to their rule.

In other words, in addition to the problems of economic under-development the leaders of independent Zambia have also inherited a national that is confronted with a crisis of national intergration. I should like to stress again that these problems are common to most newly-independent African countries. Still, we need to point them out if the activities of the Extra-mural Department of the University are to be seen in their proper perspective.

What is the relevance of Adult Education (particularly, University Adult Education) to the solution of these national problems that we have outlined?

Because of the numerous current misconceptions about Adult Education, there is a need for us to define our terms so that we know exactly what we mean whenever we mention Adult Education. This essential to a meaningful discussion of the relevance of Adult Education to the solution of Zambia's national problems.

Adult education as has been most aptly defined by Roy Posser is "that force which, in its ideal application, can bring about a maximum of readjustment of attitude within a society to a new and changed situation in the shortest possible time, and which helps to initiate change which evelves and imparts new sills and techniques required and made necessary by the change."[1] Adult education is therefore a continous process of acquiring new knowledge and gives the lie to the feeling prevalent among young people that once they leave school their education is over.

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[1] Roy Posser, Adult Education For Developing Countries (Nairobi, E.A.P.H., 1967) p.5

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The ultimate solution to the problems of the crisis of national intergration; the dearth of skilled manpower and the colonial hangover of cultural inferiority complex lies in the proper education of the formerly colonised population. Perhaps, the most enduring way to do it is through the patient moulding of children by way of the regular schools that cater for Child Education. This would require probably twenty years to achieve. The problem with this approach is that it neglects the present. The nation needs to be run well now if it is to survive till the twenty years when the present generation of children who are under-going Child Education will be ready to enter national life. Again, the masses have suffered so mcuh deprvation during colonial rule that they are not prepared to wait for twenty years. They want the national cake delivered to them now.

Since the populace in Zambia, like the masses in the other African countries, want the immediate delivery of the national cake, it follows that the most pragmatic solution is to teach the man who is already supervising the bakery how to bake the cake rather than wait until the community breeds expert bakers. This does not mean that the grooming of expert bakers should cease; it is merely a question how we choose our priorities.

If we transpose the above illustration to the situation under review, it becomes more evident that the most pragmatic solution to Zambia's problem is to educate the Adults who are already in positions of influence, since Adult Education is suppossed to provide the maximum adjustment of attitudes in the shortest possible time. This explains the relevance of Adult Education to Zambia's national development.

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When the Senate of the University of Zambia approved the principles on which the Department of Extra-mural Studies was established, it agreed, among other things, that the Department "exists to maintain the University's links with the community in general and to diffuse University knowledge and University ways of thought throughout the nation. It also agreed that there must be two premises underlying its work: first, that the University has a contribution to make to society as a whole and not only to the lives of the small groups of graduates and undergraduates; and secondly, that it is possible to stimulate objective and coherent thinking (which is among the essential features of University study) among mature men and women of varying levels of formal education."[1]

The Structure of the Department as can be seen from the staff dispossition for 1969/70[2] clearly shows that it is not designed to undertake all sorts of Adult Education. Because there are many other agencies in Zambia catering for the education Adults, it is not even desirable that the Extra-mural Department should undertake every aspect of Adult Education, since this will mean duplication of the scarce national resources.

Consequently, in consultation with the other agencies, the Department of Extra-mural Studies concentrates on providing the University type of Adult Education: series of twenty-four lectures on subjects that are of immediate relevance to the needs of the nation and the Adult students; seminars on the cultural, political and economic problems of Zambia both in the short and long term; series of public lectures designed to inform the general public about the topical issues of the day, while the Government-sponsored Adult Literacy Department is responsible for equipping. Adult illiterates with the basic skill of how to read and write.

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1. First Annual Report
   (Lusaka, Department of Extra-mural Studies, 1967) p.6

2. See appendix 1

The Adult Literacy Department, is now trying to make its literacy teaching functional. In other words, if an Adult illiterate is a mason, for example, the Department tries to teach him with the literature showing the most efficient techniques of masonry. These highly praiseworthy efforts of the Literacy Department have been hampered by many problems, the greater of which is the honorarium system. This system assumes that all educated citizens would be prepared to teach their illiterate compatriots in return for a token fee, half of which is to be collected from the Adult illiterates themselves. Many citizens are indeed willing to teach their illiterate countrymen, but at the same time they want to be paid a fee commensurate with the service they render. Confronted with the honrarium system, they become pathetic and begin to invent excuses for not being able to teach. The result is that only about 5,000 Adults have attained literacy through the Department rather than the much greater numbers expected.

When the formerly Adult illiterates have acquired that art of reading and writing, those of them who so desire may join the Government-operated night schools. The night schools are unfortunately handicapped, since their programmes are not designed for Adult but are basically the ones that children are taught during the day classes. Although the study material used in these evening classes are very good teaching material for children, they are generally totally inappropriate for Adults. "It is pathetic and ludicrous to witness a night-school class being taught what a postage stamp is; they all know, and their teacher knows that they know, but it is in the syllabus and in his notes on the syllabus; so he duly brings out an envelope and hands it round, saying "Look, this is a stamp."[1]

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[1] Lalage Bown, The Education of Adults in African Societies, (Revised version of paper delivered to 1968 Annual Conference of African Studies Association of United Kingdom. To be published in Education in Africa: Research and Action (ed. Jolly) by East African Publishing House, 1969 p. 17

The inappropriateness of teaching material has largely been recognised and thought is being given to changing them. The changes will come gradually, however, not only because it takes time to write new books but also because time is needed to convince many adults themselves of the need for change. Surprisingly, may adults do not want more relevant teaching material because they have come to regard the school material as "real education" and are therefore suspicious of anything that differs from what their children study at school, even if the change will easily stimulate their adult minds the more.

Those adults who finish their primary School education in this way may go on to the also Government-run night school to do their Form 11 or even the London General Certificate of Education.

Government, however, is not the only agency that conducts adult education in Zambia. Many large-scale employers like the coppermines often provide facilities for their workers to improve their skills. The Mindolo Ecumenical Foundation in Kitwe is a good Adult Education Centre run by the Religious organisations.

The Extra-mural Department, aware that it cannot afford to duplicate a service already provided by other Adult Education agencies concentrates on the sphere which no other body has entered at the moment: the liberal education sphere. This, it does in two ways, by the provision of classes and the organisation of public lectures and seminars on topics of immediate national concern. Each class usually comprises a series of twenty-four meetings of one and a half hours each meeting on a subject relevant to the needs of the prospective adult students, as may be seen from the lists of subjects taught During the 1968/69 report of the Extra-mural Department.[1]

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[1] See Appendix 2

A further breakdown shows that most of the courses that the Department offers are designed to contribute directly or indirectly towards the rehabilitation of the African past, which had been the object of much ridicule during the colonial era.

Why does the Department engage in this type of adult education? The reasons may be summarized under various headings. The first is that there are many people who are in positions of influence, who, because of the colonial education policy, did not have the opportunity to acquire some of the information which their present jobs require. It is not being implied that these people are inefficient in the performance of their duties, but it is generally recognised that it is desirable for them to take a course that is specially railored to their needs. This explains why many of the course offered by the Department of Extra-mural Studies are designed to meet specific needs. Again, in a democratic society like Zambia, the citizens are called upon from time to time to make important decisions that determine who governs them and how they are governed. The University feels that if these decisions like voting on the National Elections, the Referendum and the Local Government Elections are to be made meaningfully, the populace ought to be fairly well informed about the problems of the world around them as well as be imbued with objective standards of logical thinking, which are the marks of University education. The Department considers that these objectives may be achieved in the course of the classes, public lectures, seminars and workshops the Department organises. Finally, there is the important public relations factor that by having a department which provides for the immediate needs of society, the University endears itself to the community whose tax money is being used finance it.

In order to be able to deliver the goods where they are most needed, the Department of Extra-mural Studies has a Lecturer/Resident Tutor based permanently in each provincial capital of Zambia. At the moment, there is a Lecturer resident in the Northern and Luapula; the Copperbelt and North Western; the Southern; and the Eastern provinces. The Department hopes to post a

Lecturer to the Western province before the end of the year. In this way, the Department hopes to ensure that no Zambian regardless of how remote his village is from Lusaka will be denied the expertise which the University possesses. Each lecturer, who is a full-time member of the University academic staff, is responsible for the propagation of the University activities within his province. And in consulation with the community is largely responsible for the starting of new and the continuation of the old projects in his area of authority. The starting of a new course is of course influenced by demand for the course and availability of qualified Part-time Tutors. Availability of competent part-time tutors is not much of problem for the big towns, but becomes a major issue in the rural areas.

Another reason why we operate the way we do is to provide a forum for people to discuss important national issues with the dispassionate objectivity that the University generates. The success of the Department in this respect may be seen from the large number of participants who come to the numerous seminars - the most historic of which took place in 1967 and was open only to ministers. "Among the participants was the Vice-President of the Republic. This type of example indicates that Universities have sufficient prestige for even very senior people to avail themselves of their facilities; and it indicates the rather more significant point that modern African leaders are refreshingly ready to go on learning.[1]

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[1] 1. Lalage Bown, Ibid. p. 13

The above are, however, not the only programmes that the Department offers, as it also operates the University Radio Programmes. These are organised by a full-time Lecturer and are designed to cater for the audiences which the Department could not reach otherwise, partcularly people who live in very scattered homesteads and the top leaders of the community whose working schedules might not permit to attend our class and seminar meetings. To ensure that the broadcasts reach as many people as possible, the Department distributes their transcipts free to anyone who requests them.

Because Adult Education in Britain was primarily the concern of private agencies, very little attention was given to it by the colonial administrations not only in then-Northern Rhodesia, but also in most of Africa. Consequently, the general dearth of trained manpower in Zambia immediately after independence was even more pronounced in the field of Adult Education. In other words, there were not many trained Adult Educators during the period immediately after independence. As a result of the recommendations of the Conference on the Role of the University in Adult Education held at the University of Zambia in December 1966, the Extra-mural Department began to plan the following courses:-
A) "One year professional, residential course for the training of Training Officers within the ministries; Adult Education and Literacy Organisers; Training Officers for Community Development Workers as well as senior traning personnel in commerce and industry; and Adult Educators working within voluntary agencies like the Y.W.C.A.

B. Long course for personnel with technical knowledge and experience Who are to become teachers and instructors of Extension Workers.

C. In-service courses at different levels:-

- i) Training Officers
- ii) Adult Education Organisers
- iii) Instructors and teachers of Extension Workers
- iv) Adult Educators in voluntary organisation

D. Short courses for various groups of Adult Educators working in many different fields who are training Field Workers: orientation overseas volunteers.

E. 1-day, 2-day and weekend seminars for senior civil servants and Executives who a training function as well as their policy-making and executive function.

F. Correspondence courses backed up by radio and short residential courses."[1]

Most of the courses in the above recommendations which did not entail very elaborate planning have been ofered by the Department as from 1967. The one-year professional course called Certificate in Adult Education programme, however, could not be mounted without large-scale consultations on the national level. Having ascertained the view of all interested persons and organisations, the Department in May 1970 begain to offer for the first time a professional Certificate course in Adult Education. It is hoped that this, coupled with the introductory course in Adult Education which is offered to undergraduates at the University, will provide Zambia with adequate numbers of trained Adult Educators.

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1. Report on the Conference on the Role of the University in Adult Education Training Held at the University in December 1966 (Lusaka, Extra-mural Department) p.2

As a University Department ours does not ignore its reseatch responsibilities, for each Lecturer resident in the Provinces is supposed to carry out research not only in his area of specilization, but also some aspect of Adult Education. They live with the masses and are therefore well equiped to observe the reactions of the people to Adult Education programmes. In addition, the Department has had the services of a full-time Research Fellow whose responsibility was to collect data on Adult Education in Zambia: the agencies involved, the content of their work, the activities which may overlap and the gaps left, if nay. As a result of this research project, the Department hopes to be in a position to assess its work critically as well as discover further areas of cooperation with the other agencies and thus enhance the mos cordial relationship which exists at present between the University and other Adult Education organisations in Zambia.

As it to be expected, the Department encounters numerous problems in trying to fulfil its role within the Adult Education sphere in Zambia. The first was a problem of initial suspicion. This was a natural reaction to something new, as many people did not like to be the first to try a new scheme. Again, at the initial stages of the Department in the provinces, people tended to think that since the classes were organised by the University the standard of teaching would so high that they would not be able to understand what was being taught. These fears vanished, however, when the first batch of daring students began to tell their friends how interesting they found the programmes. Another factor that helped dispel, the suspicious was the fact that the University had aroused much public sympathy and committment to its growth and Development.

This favourable disposition was due largely to the public-relation cum financial exercise organised before the University was built. By mounting a nation-wide campaign for individual contributions towards the building of a national University, many committees of the "Friends of the University of Zambia" sprang up in many parts of the country and helped to keep the masses informed about the benefits to be derived by the construction of Zambia's highest educational institute.

Another major problem the Department faces is one of recruitment of suitable Part-time Tutors. The very nature of the courses offered as well as the ambitious project of establishing centres throughout the country, which the Department has chosen for itself, makes the use of Part-time Tutors inecitable. In big towns along the line of rail, particularly in Lusaka and the Copperbelt towns, it is fairly easy to find someone who posses a food Honours degree - the basic qualification for recruitment - to to teach the courses which the community needs. In some rural areas, however, there may not be anyone in the area who is qualified to teach a course for which real need exists. On such occasions, the Department has had to transport Tutors for distances exceeding one hundred miles in order to enable the programme to be offered.

Another problem in regard to Tutors is the fact that most of available Parti-time Tutors are not trained in the techniques of teaching Adults. At present most of the Part-time Tutors are well-qualified graduate Secondary school teachers. Most of them are very dedicated, but the fact sill remains that they are handicapped, since a method which may be extremely successful for teaching children may at times produce a disastrous effect if applied to Adult Education.

This problem is not intractable, however, and now the Department organisers a Part-time Tutor's seminar with a view to solving it. The aim of the seminar is to familiarize the Tutors with the objectives of the Extra-mural Department as well as the principles and practice of Adult Education. This has proved very useful, particularly for the Tutors who have never taught before.

A problem which is many respects the result of the above situation is the breakdown of dialogue at class meetings. The emphasis of the Department is not so much on how much ground is covered but on how well the students can apply the new information to the problems of their lives. The ideal is that the classes should be very informal and there should not be the classical student-master relationship. There ought to be a dialogue between the Tutor and the class, and once the principles involved in a new subject have been enunciated by the Tutor, more of the talking should be done by the members of the class. This, unfortunately, does not happen most of the time, and so there are suggestions that the Tutors be called "Discussion Leaders" in order to drive home the idea both to the Tutors themselves as well as the students.

A more easily manageable problem is one attitudes to the Certificates which the Department gives to those who have completed the Extra-mural Classes. This Certificate states that the recepient has attended more than two-thirds the toal number of classes and has performed satisfactory work while attending the course. Although the Department usually emphasizes to the students that ours are attendance certificate and nothing more, some people still regard them as the magic wand that can suddenly catapult them into very important positions in their offices.

These are the ones who are disappointed when the discover that the certificates are not as potent as they had thought. It must be pointed out, however, that such students are a small minority; by far greater numbers of the students accept the certificate as they are, and gladly attend Extra-mural programmes not only for their intrinsic value but also because they realise that although the courses are not structured for the requirements of one examination or the other, they are helpful in tackling external examinations.

In conclusion, I should like to emphasize the principal ideas of the paper. The national problems confronting independent Zambia re, in many respects, similar to those that confront most other African countries. The most urgent of them is how to transform the lives and attitudes of the masses in order to cure them of the various forms of inferiority complex which they had developed during the colonial era. The most systematic way - and the only way which may possibly pay more dividends in the long run-is through Child Education. Unfortunately, the nation cannot wait for the twenty-years or so before child education can prodice the desired effects. The pragmatic approach then lies in the ducation of the Adults who are, in fact, already holding the positions of authority and who have to direct the affairs of the nation until such a time as the children who shall have passed through the normal school system will be able to participate in national life. In Zambia, the University is one of the agencies involved in the education of Adult population. The University, through its Department of Extra-mural Studies, concentrates on teaching University type of disciplines, and although the Departmnt engages in other activities, its emphasis is firstly the rapid expansion of University type of Education and secondly on the training of Adult Educators. There are, of course, other possible approaches to finding solutions to these problems, but my contention is that the strategy adopted by the Department of Extra-mural Stuides is most relevant to the special needs of Zambia.

UNIVERSITY ADULT EDUCATION IN INDEPENDENT ZAMBIA:
THE ROLE A DEPARTMENT OF EXTRA-MURAL STUDIES IN NATIONAL DEVELOPMENT

by

CLEMENT ABIAZIEM OKAFOR

The role which the Zambian nation has assigned to its University has been most succintly stated in the Vice-Chancellor's address to the United National Independence Party seminar in Lusaka. In it, he says, among other things, that "the University of Zambia has been explicitly designed as an instrument of national development. Consequently, it is agreed that the University must consciously and systematically shape itself to serve the cause of Zambia's development and that its order of priorities should be dictated by the needs of Zambia "[1] Naturally, the Department of Extra-mural Studies, which is one of the two arms of the University engaged in full-time adult education[2], is also geared towards the solution of the problems that confront Zambia.

But what are Zambia's national problems and in what way does the Department of Extra-mural Studies cater for them?

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[1] L. H. Goma, "The Role of the University in Zambia's Development," (unpublished paper read at the seminar of the Ruling Party organised by the Ministry of National Guidance in Lusaka from 15th June to 10th July, 1970) p.1

[2] The other is the separate Department of Correspondence Studies, which caters primarily for students who like to study for Degrees or Diplomas by correspondence.

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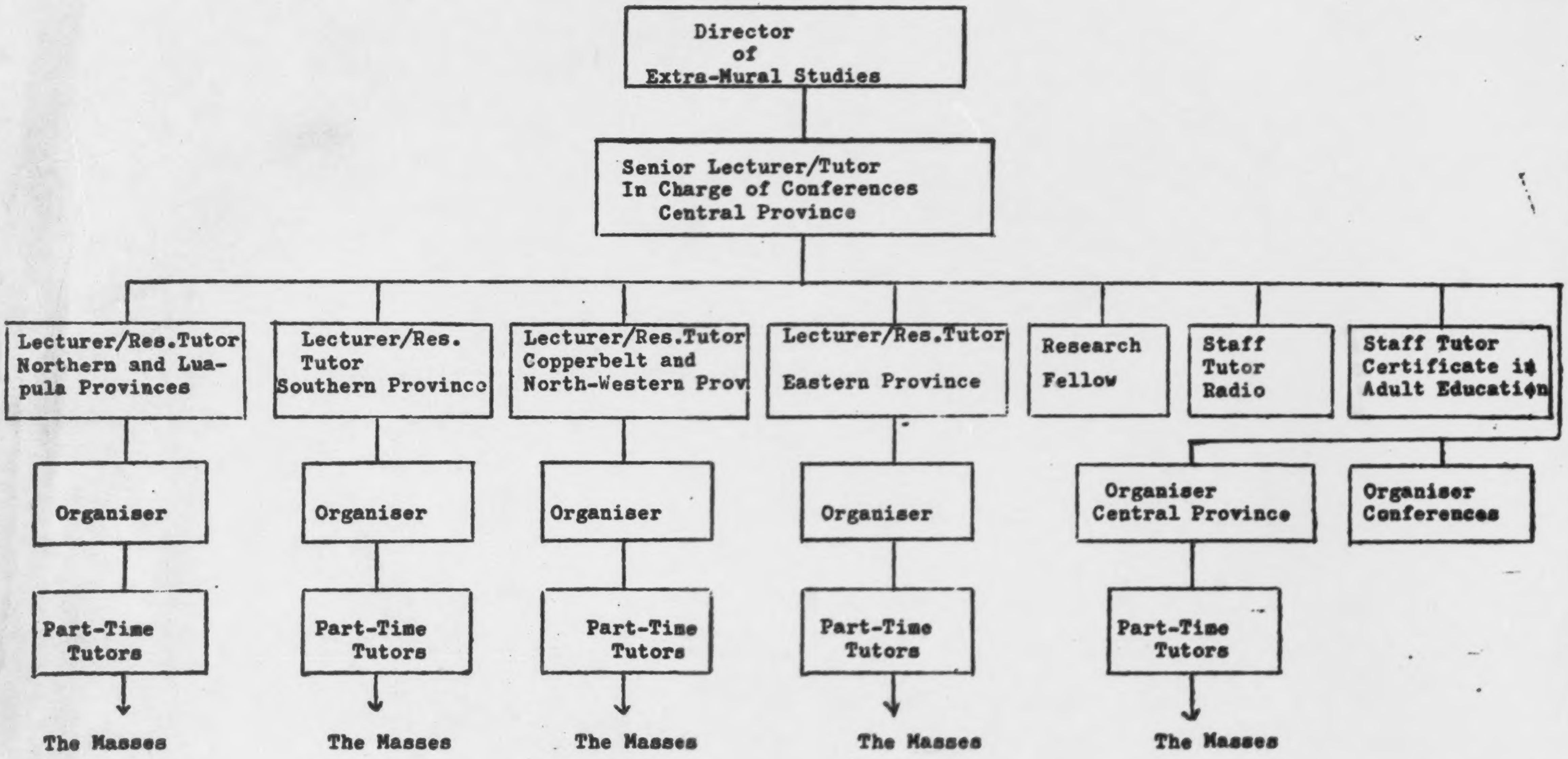
APPENDIX 1

STAFF DISPOSITION 1968/69


Director of Extra-Mural Studies
Senior Lecturer/Tutor In Charge of Conferences Central Province
Lecturer/Res.Tutor Northern and Luapula Provinces
Lecturer/Res. Tutor Southern Province
Lecturer/Res.Tutor Copperbelt and North-Western Prov
Lecturer/Res.Tutor Eastern Province
Research Fellow
Staff Tutor Radio
Staff Tutor Certificate in Adult Education
Organiser
Organiser
Organiser
Organiser
Organiser Central Province
Organiser Conferences
Part-Time Tutors
Part-Time Tutors
Part-Time Tutors
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APPENDIX 2 *

DISTRIBUTION OF CLASSES BY SUBJECT AND PROVINCE 1968/69

	City of Lusaka	Central Province	Eastern Province	Luapula Province	Northern Province	Southern Province	Western Province	Total
Ec. and Soc. Development(incl. Humanism	4	3	-	-	-	-	4	11
History	2	-	-	1	1	-	-	4
Pol. Sci., Law Pub. Admin.	1	-	-	-	2	-	1	4
Lit. in Eng. and English Language	5	2	2	-	2	1	3	15
Other Langs.	6	-	-	-	1	-	5	12
Science, Maths. Geogy.	1	-	-	-	1	1	4	7
Other	2	-	-	-	-	3	2	7
TOTALS	21	5	2	1	7	5	19	60

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* Third Annual Report (Lusaka, Extra-mural, 1969) p.11

THE IMPLICATIONS OF THE CURRENT STATUS OF UNIVERSITY ADULT EDUCATION RESEARCH AND TRAINING FOR ADMINISTRATORS OF EDUCATION PROGRAMS*

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* Presentation by Harold R. Baker, Director of Extension and Professor of Continuing Education, University of Saskatchewan, Saskatoon, Canada, to the Second World Conference, International Congress of University Adult Education, Montreal, Canada, August 1970.

I commend Mr. Edwin Townsend-Coles of Oxford University for his substantial contribution to this conference and for the obvious vigor with which he undertook the international survey of research and training in adult education.

One cannot help but be impressed by several general facts revealed in his paper. First, there is a wide variety of approaches and practices in universities around the world in their provision of adult education programs. Second, there has been a tremendous advancement in this field from what we knew even ten years ago. Third, there is an immense job of co-ordination and integration which will require increased communication and co-operation.

The purpose Mr. Townsend-Coles' stated for his project "was to discover which Universities, throughout the world, provide courses in adult education as a field of study". It was not his intention to "pass judgement on this work". (see page 7). After reviewing the paper resulting from the survey it seemed that my options for comment on implications were limited; for example, one might comment on apparent growth in the field or the adequacy of the programs or on their distribution. Time for review and the perspective of the administrator were also imposed as limitations.

It seemed most useful to focus on some of the practices revealed in the paper or on the interpretations which Mr. Townsend-Coles injected throughout his document and particularly on the questions he raised at the end. On this basis, I propose to limit my discussion to two major issues facing the administrator of education programs, first, the recruitment and development of staff (primarily a training issue), and second, the guidance of administrative decisions (primarily a research issue). These are both general issues and much of what is said in the paper relates to them. My purpose is to express a further "point of view" intended to stimulate thought in our discussions here.

The Recruitment and Development of Staff

The survey revealed a tendency on the part of most university programs to train potential staff in either the "research approach" or the "professional approach" (see pages 14 - 19). I would like to argue that this idea leaves something to be desired and suggest that "these two need not necessarily be kept separate" (see page 14).

One might conceptualize staff needs in several categories or roles for the purpose of assessing what training approach is required. For the purposes of this statement I will refer to four such roles, those of "basic researcher", "adult education researcher", "primary professional", and "primary supporting professional".

The first role, that of "basic researcher" would involve working closely with (even working in departments of) the basic social science disciplines. We need more specialists in the social sciences who at the same time have an interest in, and understanding of, the general field of adult education. The second role, the "adult education researcher", would include individuals who spend most of their time conducting adult education research. They would be competent to conduct independent study and advise other adult educators on the improvement of their evaluation and research undertakings.

The remaining two roles might be perceived of as moving closer to the practising professionals, who play somewhat differing roles. The third role, the "primary professional", must be competent in organizational and program design and must give strong leadership in the application of theories and principles to educational practice. Those in this role can help the administrator (who should himself be categorized as a primary professional) facilitate the effective operation of adult education programs. Fourth, we might define the "primary supporting professional", more commonly known as programmer and practitioner. He must be able to work directly with the "primary professional" and help implement his program conceptualizations.

The above role categories are not meant to be mutually exclusive or comprehensive. Rather, they are defined in order to better question the rationality of training our adult educators in two main streams, one for research and the other for professional practice.

One might even question whether most schools really do this anyway, even if their brochures suggest they do. For example, the difference between most Ph.D. and Ed.D. course programs in North America to date has usually focused on an addition of one or two foreign languages and a research seminar for the Ph.D. and in some cases the thesis requirements are made more rigorous than for the Ed.D. However, it can be argued that it is the interest and aptitude of the individuals concerned which really determines which category or adult education role he will play when his study is completed. It may even depend on opportunity alone.

More important is whether any of these categories of adult educators can effectively perform their roles without having essentially the same training. Certainly I would question whether training for one should come to be considered, as the paper implies, "higher" than required by others (see page 19). Perhaps in stressing research excellence we have become overly satisfied with the mediocrity of professional training for the practitioner and consequently the mediocrity of adult education programs.

In the above conceptualization of adult education roles, one can argue for the relative integration and hopeful collaboration of adult educators in their various roles. The objective would be to have the "basic researcher" concerned with the related disciplines and the "adult education researchers", along with related professionals, e.g. "child educators", provide greater help to the adult education professionals in their program activity. In this helping relationship, those performing the two research roles might more likely find their research problems within the environment of the practical programs of adult education. Thus we would evolve useful schemes of "program-oriented research".

Those performing the two professional roles would more likely call on the researchers to undertake studies or they might more likely undertake studies on their own initiative. Consequently, professionals would build quality into their day-to-day programming activities.

If the interrelationships outlined above could be acceptable as something approaching the ideal, then individual adult educators must, as a minimum, be able to communicate with the immediately-adjacent category(ies) or role(s), e.g. the "primary professional" must be able to understand the journal reports of the "adult education researcher" and the practical programming problems faced by the "primary supporting professional". More ideally, there would be ready communication among all roles.

The administrator will no doubt be looking to the university to provide candidates for positions involving all these roles. My hope would be that the training provided to prepare the candidates would involve concern for "depth" rather than "difference". Further, the graduates of the programs should not become classed as "higher" or "lower", or as requiring "more" or "less" training.

As suggested by Mr. Townsend-Coles, perhaps we have a weak career structure in adult education. The training schools and administrators can assist in this regard by making more explicit the career roles they train for and require. But professional associations of various sorts have a mammoth task to undertake to make more succinct the roles required in the adult education field in the next decade. This, in turn, will help universities play their training role. In this process a role definition and matching curriculum development the universities may find they will have to take strong initiative.

I am convinced this can be done, given the will. In our own university, the University of Saskatchewan, a graduate program was initiated by 26 adult education agencies (with leadership from key university faculty members), interested in the improvement of staff development. They presented a brief to our university administration requesting a graduate program, detailing the number of students they would likely provide annually, and the nature of the subject matter they felt would meet their needs.

The university president, as an administrator, is not likely to provide space and appoint staff without such initiative and public demonstration of support.

One unfortunate implication of our present training situation is the resulting appointment to critical professional adult education positions of individuals who may be very competent but who are not trained professionally in adult education. We have yet to convince many administrators trained in other fields, but with the responsibility of appointment in adult education. We have yet to convince many administrators trained in other fields, but with the responsibility of appointment in adult education positions, that certain positions should be reserved for the professionally prepared. As we improve our organization, perhaps a strategy can be evolved to bring our field of study and practice more potently to the attention of those influential in making key appointments in adult education. Until it is assured that this will be an element of our career structure, we are not likely to attract to our university training programs the kind of "potentially good recruits" mentioned in Mr. Townsend-Coles' paper (see page 25).

In spite of progress in the provision of university-based training and research programs in the last ten years, we need many more (see page 12). The procurement of competent staff is the most critical problem facing the adult education administrator today. We have all relied for a long time on experience as the primary basis for training. At our institution, with a staff of about 25 professionals, we have felt it necessary to train, while on full-time employment with us, almost one-third of our staff by encouraging them to enroll in our own graduate program. This option has obvious advantages and disadvantages, but it would be much preferrable to appoint candidates already professionally trained.

Another argument for more numerous and more uniformly dispersed training schools is that of the need of each geographic region (for example, state or province). Most regions employ enough individuals playing adult education roles but many regions seem to have only the "primary supporting professionals", lacking those performing the other three roles. One might assume that the quality of adult education programming would increase as each region attains some reasonable blend of talent in all the adult education roles I have outlined.

The idea of a university-based centre for training and research in each region will, in most instances, be the only way these two functions are to be provided on a serious and continuing basis. Further, proximity to training opportunity is likely to be a determining factor in the participation of a majority of those interested and working in the field.

At the regional level another factor has been given too little attention. It seems frequently assumed that training and research can only be carried out if universities establish an "academic" department and have the resources to staff a full-fledged program from the beginning. The "staff" must usually consist exclusively of those performing the "adult education research" role. I should like to see more involvement of the professional adult educators, as well as the "basic researchers", in university research and training centres. The professionals are often available, and will increasingly be so, in programming functions in extension and adult education departments. The "primary professionals" are competent to teach on a part-time basis, and the "primary supporting professionals" can provide field laboratory and internship situations and research problems for graduate students. Similar collaboration can be developed between "primary supporting professionals" and full-time researchers. At the University of Saskatchewan we have experimented with this interchange for about five years now and there seems no doubt that it has served to enrich and add quality to both the graduate training and university extension projects.

THE GUIDANCE OF ADMINISTRATIVE DECISIONS

The administrator must make his decisions with the information he has at the time the decision must be made. Facts, and frequently a variety of them, guide his decisions day by day. Principles tend to guide him in the long term. The administrator can be more effective if he can rely on other professionals to help in the assembly and interpretation of facts and in the articulation of principles. Experience is helpful, but only a slow substitute for continuing, effective counsel.

At the present time the administrator has difficulty getting the counsel and other help he needs from adult education research. One must admit that many administrators do not seek the help of research in making their decisions and this may be, in part, the root of the problem. But there are other reasons.

Most administrators seem to criticize research currently coming out as being too general, too infiltrated with questionable assumptions and personal opinions and frequently presented in a form which encourages one to set it aside. There is a certain sameness about it, and very little convincing evidence in much of what one can read in the field today. Perhaps most critical is its questionable application since much is very varied and scattered geographically, thus it is from outside the local region and has not been adequately replicated.

The administrator is, as yet, very fortunate if he can obtain the services of an adult education researcher to undertake the study of administrative and program problems. I concur with the paper that reliance on graduate student research is not a total solution, -- it does appear as little more than "idle, desultory scratching around" (see page 30). However, graduate research can make a significant contribution by continuously raising additional questions about the "status quo" and thus keeping us all in a greater spirit of inquiry.

What then, are the implications of these inadequacies?

As Mr. Townsend-Coles' paper suggests, perhaps we need "integrated campaigns" which will help co-ordinate the research and training programs in our universities and help produce change in adult education practice (see page 30.) Such campaigns, and resulting improvement, might usefully happen at several levels -- regional, national and international.

At the regional level each administrator should be encouraged to gain access to the research information from (a) inside his programming jurisdiction and (b) outside his programming jurisdiction. This does not happen by chance. The administrator who has not been trained in the field will not be aware of the existence of much of the work we would think helpful, he may even resist it as support. But even if one is generally cognizant of the field, one must still work very hard at research utilization. Thus, in most agencies where there is a staff team, some one should be given the responsibility for this function.

To this end, when we reorganized our university extension division in 1966, we established within our structure an evaluation and research section. This past year staff resources permitted us to appoint a co-ordinator of Evaluation and Research. His major function is to work with all professional staff ("primary professional" and "primary supporting professional"), guiding them in methods they can use to better identify program needs, evaluate learning experiences against planned educational objectives and where useful conduct specific studies to help build program quality.

This experience has lead us into an approach which I will call "research-oriented programming" (this approach represents "the other side" of "program-oriented research" mentioned earlier). It is not a new apporach, yet few adult education agencies practice it. Put simply, it is a continuing struggle to build theory and to bridge the gap between theory and practice in adult education.

Research-oriented programming is difficult because it requires discipline; discipline to budget time, money and people for it, to continuously question our assumptions, and to prevent ourselves (as Thorndike's S-R theories of learning would probably predict) from responding through public relations and action programs designed to entrench ourselves more deeply in our legitimate and secure past.

I believe research-oriented programming should be encouraged in universities throughout the world. It is a useful approach because it encourages us to compare our efforts with those of others, provides us with more localized answers, helps make our own programs more developmental in nature, provides us with a self-perpetuating in-service training program for the staff involved and makes us more willing to hand over the tested programs to non-university agencies to carry on. Further, it helps university staff to help non-university adult education agencies assess and develop their own programs, a function which I predict will increasingly be demanded of university extension and adult education departments.

While personally I gain considerable help from much of the adult education research available to me, I feel the system of providing it can be improved considerably. It is not enough that research information is available "someplace"; each program agency needs help in establishing a system whereby answers can be made available when needed Otherwise too many decisions which cannot wait will be made with inadequate guidance.

First of all, central services are required, perhaps several of them, -- one at each geographic level, - regional, national and international. At the international level, this Congress can provide most valuable help and the wider-circulation of its Journal should be promoted with vigor.

Until there is greater understanding and acceptance among the various role categories I have outlined, it may be necessary to develop special services to provide the benefits of research to those in the professional roles. That is, to some degree, they must be sold on its use. The service provided by ERIC in this regard may be the answer, but again there needs to be more promotion of its services, especially at the regional level.

Concluding Comments

Finally, Mr. Townsend-Coles' paper, and the information it contained from the survey, suggested to me that some attention should be given to three key matters. All these relate to much of what I have already said.

First, in the development of new university programs of adult education training and research there needs to be developed a scheme whereby there can be greater exchange of staff and of program information, within and between countries. Without a central clearing house where in concrete requests for specific help can be received and answered, we run the risk of "fumbling the ball" from an international development point of view. Perhaps each institution considering the initiation of a program should be assisted in appropriate ways for the first five years of operation.

Second, it may be time we considered, within each appropriate jurisdiction, legislation which would recognize the adult education profession. It could be in the form of an "adult educator's act", much like that enacted by other professions as they have matured, - the engineers, the physicians, the agrologists, etc. Such legislation would do much to publicize and give significance to adult education and would help to attract more of the "potentially good recruits" mentioned in the paper. It would have to be flexible in the initial years, since many positions are now occupied by non-professionals. However, it would help assure that over the years key positions which require a fully trained professional would be filled by the appropriate candidates.

Third, the activity of the type that Mr. Townsend-Coles has been involved in in preparation for this conference should not be dropped. Some appropriate agency or association should be encouraged to perpetuate it as a project which would keep us all usefully in touch with a world view. A continuously updated annotation of university research and training programs would help initiate a more integrated scheme within and among countries. It might help prevent undue duplication, encourage appropriate replication, and make more effective the utilization of projects everywhere. It might encourage more inter-program communication and co-operation and staff exchanges.

University research and training in adult education, in historic perspective, is at the threshold of a great potential at a time when the challenges of public education require effective response. Our mutual support is critical considering the magnitude of the job we must do.

Some Experiments in University Adult Education at the University of Osaka

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1. Problems of adult education in Japan

School education in Japan has developed very rapidly since Meiji Era, and now Japan is, at least quantitatively, one of the most educated nations in schools. In 1969, the percentage of enrollment in elementary (6 years) and lower secondary (3 years) schools is 99.9, and that in upper secondary schools (3 years) is 81.3 (male 82.4, female 80.1%). The percentage of full time and part time upper secondary school graduates in 1969 who entered universities or junior colleges reached to 22.9 (male 29.1, female 16.4) of the same age population.

Adult education, on the other hand, has made remarkable progress since World War II, and is being stressed more than ever. Far-reaching adult education programs are now well under way. Many facilities specially designed for adult education such as community cultural centers (Kominkan), libraries and museums are available free of charge to adults. A wide range of works for the promotion of adult education are conducted by the joint efforts of government and people.

I should say, however, adult education in Japan still remains backward compared with school education.

I would like to point out two questions in adult education in present-day Japan. First: what role do our universities and colleges play in adult education? Our universities have been offering public lectures on various subjects and many professors are known to have been playing a positive part in promoting adult education; this is all very true. But at the same time, we must regretfully admit that our universities and colleges as a whole have remained rather indifferent to this important function. Otherwise they would have set up Extramural Departments with a view to imparting more efficient knowledge outside their campuses, like some universities abroad. As it is, there is nothing of the kind. However, we are not without a hope. Indeed it is no exaggeration to say that education is now the craze in this country. The rate of schooling, at the highschool and college levels, is the second highest in the world, the world's highest being the United States. From these observations, therefore, it would be quite reasonable to expect that the social demand on the university extension work will grow much stronger hereafter. In any way, it is sincerely to be desired that our universities and colleges should give a serious consideration over the matter.

Another question concerns the labour unions, which, curiously enough, do not seem to be as enthusiastic about education as they ought to be. In post-war Japan, the labour unions have grown up both in quality and quantity, but their chief concern seems to have been strifes and campaigns, through which they have been striving to win better working-conditions. This is all right, but on the other hand their achievements in the way of self-improvement are anything but satisfactory. Of the two opposing parties, the management and the labour, the former is reported to have begun to be interested in serious studies, such as operations research, linear programming, training within industry etc., but how about the latter? Japan has no voluntary body such as W.E.A. which links labour unions and universities into closer relations with each other. I am of opinion that more effort or willingness in this direction on the part of labour unions is the key to an efficient working of adult education in the future.

2. Some experiments in university adult education at the University of Osaka.

The present time, dating from the amendment of the Social Education Law in 1959, would be characterized by the recent rapid socio-economic growth of Japan. Measures for stirring up economic development of Japan were carried out one after another, and Japan succeeded in achieving a prosperity which it had never seen before.

Since education is a vital factor for the development of society, Japan naturally is now facing new problems of education. The problems of adult education in this period might be summarized as follows: How to meet the needs and how to assist in resolving the problems of the people who are exposed to the tremendous impact of social changes, accelerated by the technical revolution and the recent rapid economic growth of Japan.

In 1959, which marked the 10th anniversary of the enactment of the Social Education Law, a partial, but very important amendment was effected. The main points of the amendment were: that municipalities should be required to have in their administrative offices social education consultants; that the standards for the establishment and management of community cultural centers should be set by the Ministry of Education; that the national and local governments should be allowed to give subsidies to social education organizations. Giving Subsidies by the governments to social education organizations has been prohibited by the Social Education Law in 1949, in order to avoid controlling leadership. Now the members of the social education committees whose function has been only advisory were allowed to give guidance in educational activities for youth.

This amendment of the Law, although arousing some strong opposition among a segment of the people, was followed by a certain measurable progress in adult education.

According to the amended law, all cities, towns and villages were obliged to have Social Education Consultants, and this arrangement was to be accomplished by March 31, 1962.

As the Social Education Consultants are supposed to finish the training course prescribed by the Social Education Law, the Ministry inaugurated such courses in several universities in 1959, supplying more than 1,000 qualified persons for the local Boards of Education each year.

The next table shows the growth in number of Social Education Consultants in the municipalities.

Table 1 Number of Social Education Consultants in Boards of Education
1958 - 1963

	1958	1959	1960	1961	1962	1963
Social Education Consultants	508	617	810	1,133	1,505	2,090
Assistant Social Education Consultants	220	244	329	389	468	719

I made it my responsibility to train Social Education Consultants at the University of Osaka. This Training Course is still in operation since its inception.

In 1968, the University of Osaka made a new experiment of university extension work. The University organized, for the first time, a standing Committee for University Extension Work composed of 14 members (14 professors are appointed as members of the Committee from 10 faculties, i.e. Letters, Economics, Law, Science, Medicine, Pharmaceutics, Dentistry, Engineering, Basic Engineering, Liberal Arts, and 4 attached research institutes, i.e. Socio-Economics, Industrial Sciences, Microbiology and Protein), and I was asked to take chairmanship. The Committee decided to inaugurate an Extension Course under the theme of "Man in the Midst of Machine Civilization", and the course was opened to the general public from September to December, twice a week, Tuesday and Friday evening from 6:00 to 8:30 p.m. at the auditorium of the University located in downtown Osaka.

The aim of the course was "to think about the way of human existence in the modern society which is constantly stirred up and rapidly changing, accelerated by the progress of scientific and technological revolution".

The course was consisted of 5 parts and 28 lectures, as follows.

Part 1 Development of Natural Science

(1) Science and Human Being

(2) History of Man and Machine

(3) Modern Mathematics and Human Life

(4) Structure of Matter I

Exploring into the Microscopic World through Electron Microscope

(5) Structure of Matter II

Elemental Particle Physics

(6) Human Life and High Polima Chemistry

(7) Reconstruction of Nature and Human Life

(8) Energy Revolution and Human Life

(9) Under this Air -- Problems of Air Polution --

Part 2 Function of Human Being and Information, Communication and Control

(10) Brain of Man

(11) Brain of Machine

(12) Human Engineering

(13) Words of Manand Words of Machine

(14) Machine for Pattern Conguition

(15) Teaching Machine

(16) Artificial Internal Organs

(17) Control Mechanism of Man

Part 3 Social Mechanism and Modern Science and Technology

(18) Behaviour Traits and Traffic Accidents

(19) Social Engineering

(20) Automation and Business Administration

(21) Technical Innovation and Laws

(22) TEchnical Innovation and Economic Life

(23) Technical Innovation and Labour-Management Relations

Part 4 Machine Civilization and Human Way of Existence

(24) Machine Civilization and Religion

(25) Machine Civilization and Arts and Literature

(26) Machine Civilization and Ethics

Part 5 What is Life?

(27) Origin of Life

(28) Riddles of Life

This program called forth great reverberations among citizens. As soon as the program was announced, applicants rushed to the University and the number of applicants reached to more than 1,500 within 3 days. We were obliged to close the subscription list.

The present-day Japan is undergoing kaleidoscopic changes, both internally and externally, and is confronted with a tremendously huge mass of unsolved problems, notwithstanding its brilliant economic success. Most people are seeking how to live respectably and are really anxious to make life worthwhile. That is, I think, the reason why so many people applied to this extension course.

The University of Osaka is going to carry out its second University extension course under the theme of "Search for Human Existence" from September to November 1970.

Our new experiment is a pilot scheme, and might not be worth mentioning particularly, compared with some in your countries. I would like, however, to tell you at the Conference about its merits, achievements, defects and problems which we very much desire to be solved.

Dr. DUŠAN M. SAVIĆEVIĆ,

University of Belgrade,

Yugoslavia

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RESEARCH IN THE FIELD OF ADULT EDUCATION

I have very carefully and with satisfaction read the report prepared by Mr. E. K. Townsend Coles on the theme "UNIVERSITIES AND ADULT EDUCATION - RESEARCH AND TRAINING: A SURVEY." The paper is full of information about expanding University activities in the field of adult education which, only several years ago, we could not even dream of. The data indicate the fact that the theory of adult education (andragogy) is becoming an academic discipline in the world relations.

My colleagues have spoken about training of personnel to work in the adult education field. I want to keep your attention on problems of research Mr. E. K. Townsend Coles also discusses in his report.

Historically looking, research in the adult education field is of a more recent date. The more serious research work with scientific and practical implications has begun between the two world wars. The number of research works in the field, however, has sharply increased, particularly during the last two decades.

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At this moment I am not able to go into classification and analysis of research results. I would like to point to some factors which contribute that adult education becomes more attractive field for research. I'll mention some of these factors below.

(1) Development of dynamic practice of adult education which has been specially accelerated in the last decade, both in the developed and in the developing countries. Such a practice, and later on, even the theoretical thought, has overcome the "enlightening" conception of adult education, characteristic for the nineteenth, and first decades of the twentieth century. The development of scientific thought has been in a close connection with the development of the adult education practice. Despite some exceptions, we still can find that a more developed theoretical thought exists in those countries where such a practice is very developed.

(2) Another factor which exercises influence on greater number of research is increasing professionalization in the adult education area. The creation of a new profession - a profession of an andragogist is in sight. That fact has created a need for education and training of personnel, and with it, for including andragogy into study programs of high-school institutions. Thanks to research efforts there has been created a sum of knowledge which is a part of content of study programs of andragogy. That means, that neither in up-to-date development we were able, nor in future development we would be able to divide the problem of research from the problem of training personnel for the area of adult education.

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(3) Acceptance of an idea about permanent education has become specially actual in our times. The contemporary education conceptions attach equal importance to education in all periods of man's life. The realisation of ideas about permanent education implies the provision of knowledge to future teacher candidates and other professionals about totality of the educational process in all its dimensions, which increase the necessity for research and study of andragogy in high-school institutions.

(4) Increasingly favorable conditions for multiplying research results have been created because universities have become involved in scientific work in this field. The number of magisters' and doctors' dissertations is increasing, and it comes as an encouraging factor for the new research. Multiplication of the sum of knowledge acquired through research work appears as a factor of making andragogy independent in a scientific sense.

(5) The degree of scientific development of pedagogy and the related disciplines (philosophy, psychology, sociology), trends of differentiation and specialization in other social sciences favored the creation of a climate for accepting and including andragogy, as an academic discipline, into study plans and programs of universities. The development of andragogy cannot, in a scientific sense, be looked upon independently from development of its closest disciplines. Mr. E. K. Townsend Coles expressed this thought very well in his paper. Though andragogy does not break ties with other sciences, it still accentuates the relative independence and specificness of its research

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area.

If we globally consider the research orientation in the field of adult education, and consequently the andragogy studies in contemporary world, we will see a very great heterogeneity. The differences could be divided into the following groups, according to what social science the theory of adult education is more leaned against:

(1) *Psychological orientation*, whose essence means that the research work and andragogic studies are dominantly directed to research of psychological problems of adult education (psychological profile of adult man, group dynamics, application of certain theories of studying, psychological and psychiatrist techniques, etc.). Such an orientation can be found in some research and study programs of certain West countries.

(2) *Sociological orientation* in research and study programs attaches dominant role to sociological study of adult education. These trends can be found on both East and West.

(3) *Philosophical orientation* dedicates dominant role, particularly in the study programs, to research work on philosophical disciplines. This is particularly characteristic for some programs in Eastern Europe.

(4) *Historical orientation* is manifested in directing a significant part of research work to studies and research of earlier practices in adult education. This trend is noticeable in research being carried out in Great Britain.

These trends in research and even in study orientations have

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partially been conditioned by the fact that a great number of teachers engaged in education and research work in this area comes from similar fields: psychology, sociology, philosophy, history. They, generally, approach the adult education from their earlier professional standpoints and interests. That from the reason because professional preparing to work in the adult education field and in the research has, until recently, been a rare case. It is clear that both in the research and in study programs in this field there must come to interdisciplinary approaches. With research expansion in the adult education area, however, the sum of scientific knowledge, on what basis the programs will be created, will permanently be widened up. That will lead to differentiation of study fields of andragogy, to creation of microsystems of andragogic disciplines. These appearances are already present in some countries. We take Yugoslavia as an example. In Yugoslavia, a whole system of andragogic disciplines has been constituted, in scientific and theoretical sense. On the basis of research results and theoretical generalization, the general andragogy, comparative andragogy, industrial andragogy, military andragogy, history of adult education and general methods of adult education have by now become mostly affirmed. Noticeable are the efforts made in evaluation of other areas of adult education. We are particularly interested in research results in sociological aspects of adult education and in psychological problems of adult education.

It is only through research work that we can create a necessary sum of knowledge that will enable us to improve the practice of adult education without returning to texts which emerged by generalising experience of child education.

Looking upon in the world relations, the andragogy, in research sense, is still making the beginners' steps. In many countries, andragogy is still in the beginning stage of constituting. Even in those countries where both the theoretical and empiric research are more numerous, there has been no approaches to theoretical evaluation of certain areas of adult education, such as are: education for family life, educational specificness in economy, army, social welfare, public health institutions, etc. Such a condition has particular reflections on study programs of theory of adult education. They still stay on general level, without deeper going into studies of specific fields of adult education. The changes can come only through research orientation directed on specific fields and problems of adult education.

There are numerous problems on which answer should be found through research. Let us begin only with the terminology in this area of education. You have noticed that I use the term "andragogy", in a sense of theory of adult education. However, if we threw only a hasty look at literature dedicated to the problems of adult education, we will find different names for this research and study field: pedagogy of grown-ups, adult pedagogy, practical pedagogy, andragogy, andragology, theory of adult education, or simply, adult education, what depends on the language area, standpoints of a science which studies the educational phenomena, tradition, etc.

Every science, and that is also the case with andragogy, tends

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to create its scientific terminology which, among other things, gives it a feature of relatively independent science. In professional publications of several countries (Czechoslovakia, United States of America, Yugoslavia, Soviet Union), there has begun the polemics about these problems and it is sure that professional and scientific circles will come to closening their standpoints.

In methodological sense, research in the area of adult education is heterogeneous as well: from exclusively theoretical until exclusively empiric research. Recently it has become evident that there has come to increased empiric research. It would be unnatural if we would separate theoretical from empiric research. We must take care that our field be not involved into contemporary illness present in certain social sciencies whom some authors call quantafrenia.

We come to a practical question about it who should be the bearer and organizer of research work in the area of adult education. It is natural that it should be the universities, e. g. departments of pedagogy or departments of andragogy there where they do exist as independent educational and scientific units. The research, however, must be initiated even out of university. In Yugoslavia, for example, advanced peoples' and workers' universities have research centers in their structure which are engaged in micro research. In addition, the research institutions out of university (pedagogical, psychological, sociological, economical), should in their research projects also include the problems of adult education. To us it seems unnatural that more researchers in this field come from the lines of people who deal with sociology, political sciences, etc. than from lines of professors who lecture on theory of adult education.

In research efforts, the universities must connect themselves with institutions for adult education in communities, as well as with those existing in the economy. That connection is particularly necessary for professional preparation of personnel at universities. Encouraging is the practice that experimental schools for adults in Leningrad, Moscow and Voronezh operate under the leadership of the Scientific-Research Institute of the Academy for Pedagogical Sciences in the Soviet Union.

A key question for making andragogy independent in scientific sense is a diffusion of research results. The educators of adults have become increasingly interested in scientific results and experiences acquired in other countries. The successful scientific work on studying and generalizing own practice supposes the acquaintance and critical evaluation of accomplishments in the adult education field of other countries. It is necessary to cooperate on means intended to overcome scientific isolation in this field. The obstacles are numerous. It seems that the biggest ones among them are those of the language nature. Precious experiences and scientific results remain unknown mainly due to the language barriers, among other things. That particularly is the case with positive experiences and scientific results achieved by countries belonging to small language families. Many researchers have come to conclusion that "major" world languages are not sufficient for acquiring results and accomplishments in the field of adult education in contemporary world.

The research work and transfer of research results is sine qua non of development of this field in the theoretical sense. It presupposes the publication of research results, exchange of publications, organising of specialistic studies, as well as individual contacts among specialists engaged in the area. The launching of joint research projects and joint specialistic studies, which would include several countries, would lead to increased sum of knowledge and to its faster diffusion within the area.

The countries belonging to big language families should translate valuable works which emerged in smaller language unions, and thus enable a wider circle of educators to get acquainted with others' experience.

In addition, the exchange of information, translation of works and exchange of university lecturers and other specialists would substantially help to learn foreign experiences and development of theory of adult education. UNESCO and its organisations should enable and support such a cooperation. In that respect, developing countries deserve a special help. UNESCO has experts who organise literacy courses in developing countries. In our conviction, it would be necessary that it also has experts-professors who would organise study programs and research work at universities of these countries. I believe that in this sense the International Congress of University Adult Education should send a request from this conference to UNESCO.

Number of periodicals discussing problems of adult education is in permament rise. That number in time ahead will increase. The periodicals should leave a space for publicising research results and experience acquired in other countries. That is one of very efficient ways to diffuse knowledge and learn others' experience. The "CONVERGENCE" magazine has a special role in this respect.

International Congress of University Adult Education should consider a possibility to publish a yearbook - collection of works which would be dedicated to results of research work and exchange of experience concerning certain problems in adult education. And that would be one channel for getting acquainted with results and experiences of others. In that lies the sense of existence of this international organization.

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AN EMERGING ROLE FOR UNIVERSITIES

"Harvesting, Concentrating, Refining and Dispensing New Knowledge"

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Sources of New Knowledge

While estimates abound as to the rates at which knowledge proliferates during this period of accelerated change, rarely do we focus on the sources of this new knowledge. You can speculate about its headwaters with abandon, but it isn't until you have to implement a variety of educational programs for advanced professionals that a surprising awareness may develop as to who is really generating and using most of the new knowledge involved.

For example, you might discover that the professional practitioner has become a prime fount of new knowledge in many fields. Of course, scholars and the laboratories of academia continue to contribute a lion's share of "what's new", but the mainstream of new knowledge now includes heavy contributions from practitioners, in virtually every area of human endeavor, who work at the cutting edges of advances in their professions and, in consequence, encounter barrier problems that must be recognized and solved. Even volunteer workers in urban communities, who may have had little formal education but serve the needs of the poor resourcefully, generate much of the new knowledge that finds its way into graduate theses and scholarly reports on urban affairs. Today, many practitioners encounter the unknown on the job and are forced by competition, economic pressures and community demands to blaze new trails in the wilderness of embryonic insights, evolving concepts, speculative theories, unrelated data, emergent understanding, innovation

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and practical techniques. By grappling with these new knowledge aspects of their work, and solving the related problems, they stretch their own competences and become equipped to increase the understanding of their disciplines by others. This added ability constitutes personal and professional growth of a high order and should be the principal objective of continuing education.

Table I illustrates an extreme case of new knowledge generation in one field of practice. It shows that 80% of the resource persons (instructors) contributing to a large continuing education program for engineers and physical scientists working in the aerospace field had to be drawn from among professional practitioners because it was they who had the necessary expertise to conduct the learning experiences.

Somehow, independent generators of new knowledge, with diverse backgrounds and capabilities but common professional interests, must compare notes, interrelate their findings, share resources and participate in the process of extracting the essence of their discoveries for conversion into digestable and applicable new knowledge. Yet, such trail blazers, in the main, have little time or motivation to write learned papers and often fail to realize that their unique insights and experiences constitute new knowledge. In some instances, these practitioners do not even communicate well, are often preoccupied with their own concerns and occasionally seem preconditioned not to share with others their new-found know-how unless made "learning-ready"----willing to sublimate their own concerns into a properly paced, but aggressive, learning experience with their peers and benefiting from the combined information exchange.

The Essential Process

Adults, especially professionals, come to the properly designed learning experience with a body of knowledge to share. When appropriately stimulated to discuss their particular understanding, experiences and speculative viewpoints on the subject being discussed, they not only can be motivated to dispense whatever new information they may have to others present, but also become psychologically driven to listen intently for the reactions of their peers to their contributions and argue with those who hold differing viewpoints. When such intensive, often heated, learning sessions are conducted in the presence of resource people from academia or the professions, who are there as catalysts to keep the discussions flowing and focused on the subject matter, the resource people may learn from the students much more than they impart to them and can usually bring back to their own work some of the new knowledge so gained.

Indeed, if scholars from academia could be motivated to serve as resource persons in the continuing education of practitioners, and if they had sufficient command of the subject to help a group of such adults over rough spots as they develop or the ability to bring in other knowledgeable resource people who could throw light on some sticky aspect of the matter under consideration, they may be in position to extract the essence of what they themselves have learned for transmission to their regular students. This feedback process is already a means for injecting new knowledge into academic curricula.

Expanded Role of Academia

Although the traditional purpose of academic institutions remains the education of youth for living and contribution to society, requirements for sustained learning as a lifelong commitment by professionals, plus the needs for updating and competence stretching in the adult population, should expand the focus of academia to include meeting the educational needs of the community over a wide spectrum of subject matter and range of levels. Bear in mind that universities must respond favorably to community needs for adult education because adults, particularly professionals, are "turned-off" by typical high school settings, attitudes and methodology. If universities fail to meet this need, commercial organizations will do so, but without the knowledge feedback essential to the sustained life and self-renewal of the university. Moreover, even though academia has been and should remain a significant source of new knowledge in many fields, its output on a percentage basis of the total yield is bound to decrease. Thus, academic research and scholarship, while still devoted to the continued discovery of new phenomena, influential forces, key factors and principal effects, will probably shift increasingly towards activities concerned with a deeper understanding of information emanating from the professions as well as the ultimate reporting and stewardship of that concentrated and refined knowledge. Academia may be forced into this role by stringent budgetary limitations of its research staffs and the requisite material resources it can afford to apply to new knowledge generation. Thus, the emergent role for academia would be to harvest the proliferating new knowledge as well as to concentrate and refine it.

With the foregoing in mind, universities responsive to community needs for continuing education would discharge a variety of responsibilities as enumerated in Table II. These responsibilities reflect the characteristics of the practitioner as a learner given in Table III and the characteristics of continuing studies for adults presented in Table IV. The interrelationships of these responsibilities and characteristics, in addition to the pragmatic educational needs of a community, make adult and continuing education different in terms of objectives, methodology and content from formal education at collegiate and graduate levels.

Inhibiting Factors and Attitudes

Only a handful of academic deans and full-time faculty currently recognize adult or continuing education as learning activities worthy of university involvement. In fact, many academic people prefer not to become associated with such education, not only because they may be preoccupied with formal graduate and undergraduate teaching as well as their own scholarly pursuits, but also feel that continuing education is threatening and that someone else ought to concern themselves with the educational needs of community people and practitioners; even if some of these persons are their own graduates!

Moreover, while numerous universities conduct sizeable part-time evening or extension programs for credit, either at undergraduate or graduate levels or both, considerable friction often develops between the administration and the faculty concerning the amount of time that should be devoted to part-time teaching by full-time faculty. Where there is no extra compensation for part-time teaching, the faculty is not favorably disposed to becoming involved. Where extra compensation is paid for part-time teaching, the deans usually limit the time devoted by full-time faculty to such teaching. In addition to this form of discouragement, accrediting bodies often express an anomalistic desire to severely restrict the amount of part-time teaching by full-time faculty, while at the same time requiring that a substantial portion of the teaching in part-time credit programs be done by full-time faculty if the institution as a whole is to remain accredited. On top of this situation, difficulties frequently develop between part-time instructors drawn from professional practice and the full-time faculty who wish to control all offerings in their fields. The professionals usually feel that it is they who are in touch with the real world and know what should be taught, whereas the full-time faculty is "hung up" on quality based on criteria such as academic credentials for the part-time faculty, formal prerequisites for the admission of students and examinations to assure diligence.

Obviously, similar stress and strain introduced by the involvement of regular college faculty in non-credit part-time adult or continuing education becomes a matter of grave concern to university administrators who, in turn, often prevent by decree the participation on any significant scale by their own full-time faculty in their own institution's adult or continuing education programs. Thus, the only full-time faculty that can then be employed for part-time teaching must come from other educational institutions. Yet, when faculty from other institutions is brought in for part-time teaching, the full-time home faculty may become alarmed or consider the intrusion as reflecting adversely upon its competence. In effect, the attitude of inhouse faculty becomes: "if we can't or won't do it, no one else shall!"

At present, the prevailing situation described above, together with the increasing shift of new knowledge generation from academia to the professions, has led to a dangerous limitation in the numbers of full-time college faculty involved in adult or continuing education, particularly in the learned professional fields. There is no doubt in my mind that without the involvement of full-time faculty in part-time adult education to meet needs for community living as well as in the continuing education of learned professionals; coupled with the role of harvesting, interpreting, refining and dispensing new knowledge as it is developed; universities will not maintain their vitality or effectiveness in helping to shape the future.

Summary

Although practitioners in all fields must, hereafter, help themselves stay abreast of pertinent advances through personal contribution to those advances on the job, in addition to reading their professional literature and attending seminars or symposia sponsored by their communities and professional societies; it is already difficult even for well prepared practitioners to acquire certain knowledge in their own fields or in peripheral areas affecting their work without a formal exchange of information or discussions in depth with other practitioners. In the realm of continuing education, the role of academic institutions, apart from helping practitioners learn how to inquire into their own present conditions and determining their own needs for new knowledge, can be to provide a neutral ground where practitioners from similar or diverse disciplines and organizations, but with common interests in given areas of professional advance, can assemble for common learning experiences and intellectual crossfertilization. To enhance such learning experiences, academic institutions must seek out leading contributors of new knowledge who are comfortable in the role of resource persons with a group of aggressive practitioners, are willing and able to stimulate study amongst their peers and provide insights essential to understanding. Academic institutions also could provide the special climate conducive to thorough discussion, examination, exploration and study free of the diversions or interruptions typically present in workaday surroundings. Academic institutions also maintain significant libraries and can offer adults a variety of student services such as counseling, testing and consulting in diverse disciplines that stimulate inquiry and study. Furthermore, they can devote substantial resources in cooperation with those of business, industry, government and community people for appraising trends in the professional milieu to facilitate the planning of educational programs tailored to the specific needs of the adult learner.

Above all else, however, universities should foster their emerging role as innovators of adult and continuing education so that they may not only serve the unmet educational needs of the community, but also fulfill their overriding responsibility of harvesting, interpreting, concentrating, refining and dispensing new knowledge as it is generated. Universities that have not been responsive in this way should rededicate themselves to community service and meet community educational needs with full and open hands. Unless they do so, they may find

it increasingly difficult to provide their undergraduate and graduate students with educational experiences that constitutes an adequate preparation for living and constructive contribution in the last thirty years of the twentieth century!

Table I, Sources of New Knowledge
In Aerospace Related Disciplines
(Based on needs of Greater Boston Industrial Mix*)

	BS and MS Degrees	Doctorates	Totals
Academia			
Physical Sciences	1%	4%	5%
Engineering	2	5	7
Mathematics		1	1
Biological Sciences		4	4
Business		1	1
Other		1	1
	3%	16%	19%
Industrial			
Research	2	13	15
Engineering	15	11	26
Manufacturing	2		2
Management	6	2	8
Other	3	1	4
	28%	27%	55%
Special R&D Organizations			
NASA	2	5	7
Government Laboratories other than NASA	2	3	5
"Not-for-Profit" Academic Affiliates (Like MIT Instrumentation Lab.)	3	4	7
Private Concerns (like A. D. Little Co.)	2	2	4
	9%	14%	23%
Individual Industrial Consultants	2%	1%	3%
	42%	58%	100%

*Percentage distribution by activity, affiliation and field of resource persons (instructors) drawn locally (96%) and nationally (4%) to instruct in the CES program at Northeastern University over the past six years. During this time, the program's subject content has shifted with changes in the interests of students in response to changes in knowledge needs required to propose on new R&D procurements and to execute the related work upon award of contracts. On an annual basis, the program offers about 125 courses and involves about 100 different instructors. About 50% of the courses and instructors are entirely new each successive bi-annual term.

The instructors are selected not only for their abilities to teach adult professionals, but particularly on their local, national and sometimes international reputations as being significant contributors to advances in their fields.

Table II

FUNCTIONAL RESPONSIBILITIES OF UNIVERSITIES IN CONTINUING EDUCATION

1. Provide a neutral ground where professionals from similar or diverse disciplines and organizations, but with common interests in a field of study can be assembled for common learning experiences and crossfertilization of ideas.

2. Seek out leading contributors to a given field of study who are comfortable in the role of resource persons serving a group of aggressive professionals.

3. Provide a learning setting conducive to thorough and uninhibited discussion, examination, exploration and inquiry by adults. This setting not only includes a comfortable physical environment appropriate for adults, but also the availability of services and use of procedures that make an adult learner feel that he or she is a valued participant.

4. Enroll a critical mass of participants, hopefully with diverse backgrounds but common interests, to stimulate the free flow of information and knowledge exchange while providing adequate opportunity for individual involvement.

5. Provide supplementary studies on a timely basis, to enhance the learning readiness of participants in areas for which they lack sufficient preparation to benefit appropriately from learning experiences, but without imposing a discouraging system of prerequisites.

6. Encourage practitioners to become involved in learning experiences that help them inquire into their own conditions and consequently into their own needs

for continuing education as well as to develop insights helpful in understanding how they relate to their peers and their communities.

7. Provide opportunities for involvement as resource people or students of regular academic faculty so that they may benefit from the knowledge exchange and bring such learning to their regular students.

8. Harvest, interpret, concentrate and refine the new knowledge exchanged for injection into academic curricula through the involvement of college faculty capable of performing these knowledge gathering, compressing and dispensing functions.

9. Maintain a constant awareness of unmet educational needs in the adult community and implement means for coping effectively with those needs on a realistic priority bases consistent with the resources that can be harnessed for the purpose.

10. Continually research the characteristics of the adult learner as well as the climate and methodology essential to efficient learning by adults. Then, modify the learning setting to obtain better results where the need to do so arises.

Table III

CHARACTERISTICS OF THE PRACTITIONER AS A LEARNER

1. Possesses a body of knowledge and experiences to share and is often a generator of new knowledge.

2. Usually has depth in one or more disciplines and breadth in several areas of concern.

3. Typically eager to obtain specific knowledge directly or peripherally related to his or her work.

4. Often untrained formally in area of immediate vocational specialty.

5. Frequently trained in discipline differing from area in which continuing education is undertaken.

6. Often capable of serving as instructor in course or workshop being attended.

7. Acquired considerable knowledge and deep understanding of difficult subject matter on the job and through related professional activities.

8. Severely limited in time for studies--generally cannot afford to take time from job. Frequently is required to travel at times that seriously interferes with formal studies.

9. Needs time to digest, reflect upon and apply newly acquired knowledge to his job before he is ready for additional learning.

10. Preoccupied with pressures stemming from professional, family and community commitments.

11. Generally concerned with job security and competitive position rather than advanced degrees. Is seldom concerned with grades for coursework, but is appreciative of modest recognition for efforts to remain updated.

12. Resents being forced into study programs aimed at the accumulation of credentials rather than immediately applicable knowledge.

13. Readily discouraged by course prerequisites, deadlines, attendance or promptness requirements, hurdles, quizzes, needling, special fees or fines for late registration, high-school atmosphere, etc.

14. Is sometimes prohibited to share his knowledge with others to the fullest because of security or proprietary considerations.

15. Must be motivated by personal needs as well as by peers and resource persons to share knowledge and experiences with others. Once involved to the extent of sharing "know-how", becomes psychologically driven to consider contributions by other persons.

Table IV

CHARACTERISTICS OF CONTINUING STUDIES

1. Highly applied and job related; particularly focused on practical deviations from theory or the ideal, interacting disciplines and pertinent peripheral considerations.

2. Supplements learning on the job, especially with difficult or time-consuming subject matter.

3. Essentially at collegiate level or beyond, but rarely available in formal academic programs.

4. Generally non-academic credit. Many participants may already have their terminal degrees.

5. Caters to groups of professionals with mixed backgrounds and capabilities, but with common interests just as found in business, industry, commerce and education.

6. Usually speculative and typically related to local business, commercial or industrial needs. In many instances the subject matter has not been substantiated by research or experimentation.

7. Sparsely documented; seldom is adequate information found even in the professional literature.

8. Interdisciplinary; involves several areas of knowledge.

9. Flexible format and requirements; the subject matter, level and setting may be varied to suit the abilities and immediate needs of the students without losing sight of longer range objectives.

10. Usually consists of round-table discussions or workshops rather than a lecture-recitation setting.

11. Instructors drawn mainly from the fields of professional practice rather than academia.

12. Instructors are generally catalysts, referees and resource persons, rather than teachers.

13. Most of the new knowledge involved is drawn from or contributed by the participants themselves.

14. Frequently requires supplemental enrichment in special theory or techniques. Instructors often provide such supplemental information as needed.

15. Apart from new knowledge acquisition and exchange, the prime objectives of continuing education are to help practitioners learn how inquiry can be made, to understand their individual present conditions and roles in society, remain updated as well as stretched in competence and relate effectively to others in the performance of their work.

THE TRAINING OF ADULT EDUCATORS

By

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The need to learn continuously throughout life exists in every culture, and in every case some provisions are made to make it possible for individual members of the group to acquire the learning as it is needed. In simple cultures these opportunities for learning are casual, unstructured, and everywhere present. In modern society the need to learn continuously cannot be provided ~~the adult~~ in simple ways because society has grown too complex and the quantity of knowledge available is too great. Consequently, modern society has had to systematize opportunities for learning through adult education and this has created a work specialization for those individuals who manage the education of adults.

Although adult education has developed as a work specialization it also involves amateurs who volunteer their services in providing educational opportunities. At the moment, the vast majority of those individuals engaged in adult education are untrained volunteers and they will continue to be the principal leadership resource in the field for the foreseeable future.

This preponderence of volunteers in adult education is unusual and there are few other fields of social practice in which volunteers play such an important professional role. This situation in adult education results from the perception of adult education held by the public and the educational enterprise as well as by the nature and form of adult education as a field of social practice.

The idea of education is too often the province of everyman who has himself experienced education so that few people recognize or admit that the design and management of instruction is its own specialty requiring specific knowledge and skill. Anyone with knowledge believes that he can teach it without the need for specialized information about learning and instruction. This perception is further compounded by the educational establishment which tends to consider that education for adults is no different than that for children, consequently it has inhibited the development of adult education as an independent area of study. This, in turn, has retarded the growth and spread of professional education about adult education so that the personnel required to staff the field are not readily available.

At the same time, the field of adult education has developed such a complex structure that it too has inhibited the provision of professional education about adult education.

1. Adult education originated as an activity promoted and provided by concerned, socially conscious amateurs for voluntary participants and it is still dominated by part-time leadership for part-time participants.

2. Although specific institutions have come into existence from time to time specifically for adult education, these have not survived long or become firmly established in the institutional structure of society.

3. Because it is directly related to the primary function of social institutions, adult education permeates the activities of every social institution consequently it is not centered in any single one.

4. Although adult education has become a significant aspect of the social role of some institutions, it is always a secondary activity and thus marginal so that it is subject to the vagaries which such marginality imposes.

5. Even though marginality is often disadvantageous, it also permits greater freedom for experimentation and innovation than is possible within the normal structure of an institution.

6. In those institutions which adult education is a significant albeit marginal function, leadership for adult education is usually derived from the primary role of the institution rather than from adult education.

7. Since the primary role of the institution is usually the only line of career advancement, those performing the adult education function received their basic training and experience in those areas encompassed by the primary function of the institution.

8. In some cases, adult education is developing to such an extent that an alternate line of career advancement is emerging which encourages individuals to engage in professional education for adult education.

In spite of these factors, professional education in adult education has developed slowly as is indicated in the report by Mr. Townsend-Coles[1]. This has occurred because those engaged in the education of adults have recognized their need for specific knowledge which has led to the emergence of a discipline of adult education.

THE DISCIPLINE

The many activities in which adults engage to further their learning constitute the field of adult education. This field has been described and defined in various ways but the essential components are that:[2]

1. It is systematic in that it involves a series of planned, purposeful, educative experiences under the continuing supervision of an educational agent.

2. It is an activity that is peripheral to an adult's primary role in society; and

3. It derives its ethos and ethic from the values of the society in which it occurs.

The discipline, on the other hand, is the systematic study of the field in order to enhance the liklihood that adult participants will ~~satisfactorily~~ achieve their goals and objectives efficiently and effectively.

As with many established academic disciplines, adult education began as a field of practice that gradually and systematically accumulated substantive knowledge about its practices ~~systematically~~. From this has come some theoretical structure which supplies a more orderly development to research and the recognition of areas of research not ~~touched or~~ developed fully.

In terms of content, the discipline is partly derivitive and partly original as with many other disciplines. In the derivitive aspects, adult education is an eclectic discipline that draws relevant data from established disciplines such as psychology, social psychology, sociology, and anthropology, ~~and~~ among others.[3] The information selected from these disciplines has not always originated out of the concerns of adult education but it is nevertheless applicable to the field. Some relevant research accomplished in other disciplines has originated with adult education such as Thorndike's pioneer studies of adult intelligence that were augmented later by Lorge.

Borrowed knowledge from elsewhere has contributed heavily to the content of adult education but that has not been adequate to meet the needs of the field.[4] The central concerns of adult education are not necessarily synonymous with the primary interests of other disciplines so that borrowed knowledge is often fragmentary, incomplete, or inappropriate. Pedogogical research on instruction, for example, is almost universally child centered within the class method in a school. Since adult education deals with a wide variety of methods in many settings, such research is not generally applicable to problems of adult instruction. A recent review of research found that the differences between adult and pre-adult groups were greater than the similarities with respect to the effective use of the lecture technique.[5] Thus, in order to overcome the limitations often inherent in borrowed knowledge, it is necessary for adult education to pursue its own lines of enquiry in areas peculiarly relevant to the field.

Research about adult education is not of recent origin even though it is just now becoming more conspicuous. Dr. Thomas Pole laid the foundations for the development of a discipline of adult education in 1814 when he systematized the experiences of the Bristol group in operating adult schools.[6] In his *History* ...., Dr. Pole touched upon many problem areas that are now under systematic investigation by the discipline of adult education.

Even at its present formative stage, the discipline of adult education has accumulated a vast quantity of substantive knowledge about educating adults.[8] Much of this information has not been codified and too little has entered the field so as to improve the educational experiences provided the adult population. If we could consciously apply even a portion of what is known the field would be altered beyond recognition.

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The accumulated knowledge about educating adults has not entered the field to any great extent because of a number of factors.

1. Most practicing adult educators have grown with the field and accumulated their own personal experiences which are often at variance with the results of research. In such cases, common sense knowledge is given precedence over research findings. To paraphrase Lorothy Camfield Fisher - adult educators are poor consumers of their own product.[7]

2. The major instrumentalities of adult education in the field are not yet predisposed to prefer professionally educated adult educators to others even when the job to be filled is an adult education function and even though the responsible official may himself be professionally educated in adult education.

3. Universities lack the resources necessary to produce an adequate and continuing supply of trained personnel to meet the needs of the field.

4. Because there are some aspects of adult education about which there is none - or at best inadequate substantive knowledge - there is a tendency to discount all knowledge about educating adults. Administrators are prone to disregard all research because the ~~mos~~ questions of greatest interest to them at the moment have not been answered by research.

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Such responses are not peculiar to adult education alone for they reflect the experience of every emerging discipline during its formative stages.[8] In time, the discipline of adult education will come into its own for with the growth of university academic departments both the supply of trained personnel and the accumulating knowledge is accelerating. Those now with professional education in adult education are facing obsolescence for the more recent graduates know far more than did those who received a doctorate even five years ago.

Although the largest substantive contributions to the content of adult education have occurred in North America, certain European countries have made greater progress in the education of adult educators as the Townsend-Coles report indicates. In North American universities the professional education programs are almost exclusively at the post-graduate level. This produces individuals who enter the field in the higher echelons of leadership but it does not exert much impact upon the instructional level. In Czeckoslovakia and Yugoslavia, for example, academic programs are directed more specifically at the operational level which has the advantage of producing an immediate impact upon the field.

EDUCATION AND TRAINING

Leadership in the field of adult education is at three distinct levels as identified by Houle,[9] and the training of adult educators must be geared to these leadership levels. Present university programs at the doctoral level are serving those at the apex of Houle's pyramid while master's programs serve both that and the next lower level. The base of the pyramid is occupied by part-time and volunteer leaders who constitute the largest segment of leadership. The Co-operative Extension Service in the United States alone is estimated to use a million volunteer leaders, and that is but one segment of the field. This vast multitude of volunteer and part-time leadership is largely untouched by any kind of training for adult education. A recent study in Syracuse, New York reported that less than 20 out of 800 persons engaged in adult education "had any training of any kind in the mission of adult education".[10]

University graduate programs cannot hope to supply the amount of training required for a constantly shifting volunteer leadership. The only hope for this situation lies in the extensive development of in-service training programs conducted by those who have been professionally educated. The enormity of this task makes it necessary for universities to concentrate on the training of trainers and the development of training programs fitted to the needs of the various groups of volunteers.

The situation respecting the education and training of adult educators is complicated by the fact that developments in the field are occurring more rapidly than is the growth in opportunities for professional education. Thus, specialization is developing in the field and increasing the demands on universities, before they are equiped to handle the question of specialties.

Professional education programs now are geared to equip individuals to fulfill two basic roles.

1. The Administrative Role is one which now consumes most of the doctoral and many of the masters graduates from university programs. This role involves the design and management of adult education at the institutional level. The adult educator is responsible for determining program areas, selecting the method, managing the operation, allocating resources, and assessing the achievements for the institution. This administrative role may be performed by a single individual or an echelon of persons employed either full or part-time.

2. The Instructional Role occurs at the operational level for it involves direct contact with the adult learner. In this role an adult educator is responsible for the design and supervision of specific instructional activities. For the most part, this is the most crucial and important of the two roles yet those who perform this role are generally part-time and volunteer leaders lacking any specific education or training in adult education. The responsibility for training at this level rests with those in the administrative role but since many administrators are not themselves professionally educated in adult education this responsibility is frequently neglected or ignored.

3. A third role - that of the specialist - is beginning to appear. This involves the application of adult educational technology to special problems. Individuals in this role are usually professionally educated in some discipline and in adult education. Specialization within adult education is found in the areas of literacy and adult basic education, conference leadership, and similar areas. This new development complicates the problem of providing suitable education and training.

GRADUATE STUDY

Because of the nature and complexity of the field and the eclectic character of the discipline, university academic programs have tended to develop a common pattern in North America. This pattern is not so very different from that found in other universities of the world as the. Townsend-Coles report indicates. Students entering graduate study in adult education usually have ~~some~~ an occupational qualification in some other field since in North America there is no undergraduate speciality in adult education. This may come in time when the career patterns in the field crystallizes to the point where there is a demand for full-time adult instructors.

The basic core program in adult education has been identified by Dillon and Cologne [11] as consisting of the following areas:

1. An introductory survey.

This concerns both the field and the discipline and serves to introduce the student to adult education as a field of social practice and to provide some awareness of what one needs to know about educating adults. Such a survey is usually available to undergraduates as well as graduate students and usually has a large entrollment.[12]

2. Psychology of adult learning.

The content in this area is borrowed largely from psychology and social psychology and concerns the principles of adult learning and the dynamics of the learning group.

3. Methods and Materials.

The instructional situation is considered under this heading with the psychology of adult learning as the guiding principal. This area is vastly different from traditional "methods" courses in teacher training programs because adult education operates in a much broader milieu.

4. Organization and administration.

This area includes the institutions operating in the field of adult education and an analysis of their structures and programs. Particular attention is given to the question of co-ordination and the provision of programs to meet all adult needs for learning in a community.

5. Seminar.

This catch-all term covers a variety of content from philosophy and ethics to research evaluation.

To this fundamental core is added ~~any appropriate~~ content from elsewhere in the university that is appropriate to the objectives and interests of the individual student. For the most part, university departments of adult education have wisely avoided duplicating courses available in other departments, even though they might not be directed specifically at the concerns of adult educators. While these five areas represent a common core, each university in North America has a number of distinctive courses. There is a tendency evident now for universities to specialize in different aspects of adult education so that some departments are identified and known by their specialty. The Florida State University is noted in the area of adult basic education; Indiana University in church related adult education; the University of Chicago for administration; and Wisconsin for agriculture. The advent of specialized areas of interest by no means suggests that only students interested in that specialty attend that university or that other universities do not also include those areas.

The future of adult education appears to be one of increasing expansion both in size and in the range of programs provided to meet adult needs. The demand for personnel to operate adult education will also expand but at a faster rate. When this demand reaches alarming proportions there must be a tremendous growth in professional education programs, for those now extant cannot meet the demands now made on them. Those of us who are involved in adult education must exert every effort to increase the quantity and quality of graduate education in adult education. To do so will require action by University Extension since it has the greatest vested interest in a deeper involvement in adult education by the world's universities.

RESEARCH

The growth of the discipline of adult education has been marked by an increase in systematic research and in the systematization of what is known about educating adults. Although much of the extant knowledge related to adult education has been derived from older disciplines this has served as the foundation for research by adult education itself so as to accelerate the growth of research by the discipline itself.

At the time that Brinner prepared his Overview of Adult Education Research published in 1959, the contributions to adult education from other disciplines was greater than that generation within adult education. Since that time, however, this situation has been reversed so that adult education now generates its own. This has come about for several reasons:

1. As in the formation stages of most disciplines, the earlier research in adult education was largely descriptive and such descriptive research is an essential prerequisite to a higher order of analysis. The question of participation, for example, has been studied so thoroughly at least in North America that there is little use for further descriptive study until the nature of adult education changes. Participation research now concentrates on analysis and explanation in search of answers to questions about participation in adult education that have been raised by descriptive studies.

2. The development of research technology has advanced rapidly and adult education is now reping the benefits of such developments in that studies can be made with greater ease and speed than was previously possible.

3. The growth of graduate study about adult education has accellerated and this has resulted in greater numbers of people doing more research in more areas within the field. With the rapid increase of both professors and students has come an increase in the range and quantity of research as well as an improvement in quality.

4. In the United States, particularly, but not so much in Canada and elsewhere there is a growing regognition of the importance of research. Governments are increasing their investments in research and some operational agencies - even universities - are beginning to invest in research.

These factors have contributed to the rapid growth of knowledge about adult education but the most important element of all has been the deep interest and commitment of individuals in adult education at all levels to both the field and the discipline so that leadership is offered to the growth and expansion of research.

Although graduate students in adult education as a field of study are often motivated to become researchers, there are no university programs in which research per se is the raison d'être. The content of programs is built upon accumulated research knowledge and this contributes to the students ability to read research intelligently. Furthermore, such students learn to interpret and apply research to the operational situation.

At this stage in the development of the discipline it is unnecessary and unwise to create a false dichotomy between research and practice. Students of adult education are educated tobecome better practitioners by applying research findings to real problems and to seek answers to problems encountered in practice by engaging in research.

Among some professional adult educators there is a tendency to try to create a new research mythology on a par with some of the developments observable in other social science disciplines. As a result some research reports in adult education are distinguished for their obscuranticism, terminological licence and functional uselessness. But this is not yet generally characteristic of the research produced everywhere. Most of the basic problems for research are essentially simple problems that require at most an intelligent, logical and systematic approach to study. When this is done the results of research are eminently practical.

In the development of university programs about educating adults, we must place greater emphasis upon the use of knowledge derived from research rather than depend principally upon the personal and invidiual experiences of professors as was characteristic in the past. Research from every culture is applicable to every other culture and the development of knowledge about adult education must be universal rather than national. Thus there is a need for the cross-cultural and cross-lingual communication of research reports that must be the responsibility of international groups and organizations in adult education.

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FAMILY PLANNING AND UNIVERSITY ADULT EDUCATION

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A New Responsibility

The urgency of the population problem matches the desire for world peace; and the two are interrelated. In recent decades the population explosion has taken on astronomical proportions. The statistics are well known: 2000 years ago there may have been a quarter of a billion people on earth; eighteen centuries later there were a billion; about a century later, by 1930, planet earth had a population of two billions. 34 years later the population reached three billions. When this conference will meet in ten years time the world will have over four billion people?

What has brought on this new crisis in our time? It was science which saved births and checked the death rate - both trends now increasing throughout the world.

Can agricultural science, with its recent green revolution, save the day? Expert opinion thinks it cannot; by the year 2000 the earth's arable land may no longer feed the earth's seven billion people. Other resources are being depleted at a rather alarming rate; and the smog hanging over cities of developed countries is now recognized as a major concern to health. A scientist has observed that if the developing world were consuming resources at the rate of the developed countries, the world consumption would increase twenty-fold. Has the world twenty times its presently consumed major resources?

Let me be more specific and look at the individual family - the husband and wife who, if informed decide the number of children they want. The literate and affluent in any country plan their families. Europe's growth rate is low, 0.8% or 8 per 1000. The U.S. and U.S.S.R. rates are

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Former Director of University Extension, University of British Columbia, Vancouver almost identical at about 10 per 1000. It is when we come to the people of Asia, Africa and Latin America, with their low per capita incomes, that we observe the population crisis. Latin America has a 28 per 1000 growth rate, doubling its population every 25 years. The recent Pearson Commission Report on International Development illustrates the two-world contrast thus: the developed world has 34% of the population and 87.5% of the Gross National Product; whereas the developing world has 66% of the population but a mere 12.5% of the GNP.

Hence we have affluence, literacy and small families on the one hand, and on the other, poverty, illiteracy and rapid population increase. It should be observed that this paradox is not explained by the often quoted opinion that illiterates desire to have large families; in fact the studies in a number of countries by the Population Council and other agencies reveal the opposite; the rural mother of 7, 8 or more children wants only 4 or 5 and the more literate urban mother wants 2 or 3. The key these women are searching for is HOW! It is know-how and clinical services that spells the difference between an exploding population and a universal search for orderly progress.

If I have been didactic about this subject, I admit it was my purpose to submit to you, my colleagues in University Adult Education, that there is no subject on your program of studies as significant as the population program. We may face the nuclear bomb with trepidation and often with a sense of helplessness; but we can face the population bomb in the firm belief that, again with the aid of the sciences, something can be done about it now. Today fortunately this problem stands very high on the agenda of the UN and of many nations. What priority is given it by University Adult Education? I leave you to answer that question.

Opportunities for University Adult Education

What is the aim of University Adult Education? It has been defined as helping the individual to acquire a sense of the first-rate so he may act on it. The present condition of millions upon millions of families stands

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in sharp contrast to education's shining goal. In fact, for them even the most basic of human needs are often lacking; and the thought of the individual's development to a high degree of excellence is a mere dream.

What are some requirements of a national family planning program to which the university and adult education in particular can directly contribute? They are the familiar three areas: teaching the academic program, research, and university extension.

1. Teaching

A population program requires a wide spectrum of personnel, among them, demographers, sociologists, economists and statiticians, physicians and para-medical personnel, planners, administrators, and educators. Formal university programs and courses, of which there are some good examples in both developing and developed countries, need to be organized and staffed for these relatively new fields of study. Up to now only a few institutions or universities, primarily in the U.S., have graduated a limited number of experts for the large number of countries requiring them. The next phase is to have developing countries also establish these studies and services in their universities, benefiting from past experience of others, adapting and creating programs to meet the needs of individual cultures.

In planning curricula it is important to give the family planning administrator, and specialists too, ~~at least~~ an overview of the whole field - medical, demographic, social and educational. One also needs to go beyond the training of specialist groups and aim to include the population subject in virtually all faculty and departmental programs. If, at the outset, family planning requires specifically trained staff, it should be stressed that this program at the community level becomes interrelated with other health, literacy, and economic activities. Looking to the future, the junior and senior high school curriculum need to include population content, as a number of countries have recently been doing. In these ways the country achieves a long-term objective in successful family planning.

2. Research

The population field has for some years benefited by demographic and medical research; this is continuing and rapidly expanding. Newer research needs for family planning are in education and communications, and in such areas as economic planning, administration, political science, sociology and program evaluation, particularly follow-up on acceptors. While government departments will initiate some of this research, the university is uniquely equippped with resources to play a major role in research in all aspects of family planning and to advise and assist national programs.

3. University extension

As I have observed, family planning is only in part a concern of medicine and the social sciences. A new program soon discovers that the task of informing and educating the public is a major responsibility if the established health centers are to attract clients. This is a gigantic undertaking for the specialized staff and cooperating personnel down to the local level.

In these areas of training, extension departments are by function well suited to serve. As many universities in Africa and some other developing regions have shown, continuing education can also reach beyond professional ranks and provide training (of trainers) for very large numbers of para-medical staff, community development personnel, volunteers, etc.

The five steps of learning are familiar to you - awareness, information, consideration, trial and adoption. Family planning programs have found that the mass media are of particular value in creating awareness and informing the public; hence training in this area is significant because the extensive use of the mass media is essential in any successful population program. Something has been learned about the use of mass media in these programs but a great deal more practice and research is required.

As to the remaining steps - evaluating, trying and adopting a family planning method - this requires more than mass media dissemination. It calls for adult educators adept at door-to-door interviewing, at presenting materials to a variety of audiences - from illiterate to educated - and administrating educational programs at national and other levels of organization. Family planners generally agree that probably the most neglected area at present is the whole range of concerns and activities we term "communications".

Assistance is available

While population and all programs in development are primarily the concern of the country embarking on it, international and other agencies are now able to make their contributions on request. A fairly recent and most promising contributor is the United Nations through its Population Trust Fund. Another is the International Planned Parenthood Federation. A third is governments like the USA (the largest contributor to date), Sweden (a pioneer in this field), and more recently a few other countries. The Ford Foundation, the Population Council, I.P.P.F. and the Pathfinder Fund are among foundations who contribute substantially to population programs.

It should be stressed that family planning today is almost everywhere a responsibility of government. Universities will therefore want to co-operate closely with the emerging or existing national programs, in their planning and in assuring a coordinated use of resources.

As its history has often shown, University Adult Education has both extended formal academic programs and at the same time created new directions in meeting individual and community needs. In most countries family planning is, what I take our conference theme to mean - a new and developing responsibility. I can think of no more urgent concern for today and for this decade of the 1970's - can you?

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